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A SURVEY OF ECONOMIC, GENERAL BUSINESS,
AND ACCOUNTING COURSES OFFERED BY
AND DESIRED FOR THE SMALL COLLEGE

being

ACKNOWLEDGMENT

A thesis presented to the Graduate Faculty
of Fort Hays Kansas State College in
partial fulfillment of the requirements
for the Degree of Master of Science

by

Edward D. Wilson, B.S.

Fort Hays Kansas State College

Date

May 21, 1958

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TABLE OF CONTENTS

CHAPTER

I. INTRODUCTION

Purpose of the Survey

Justification of the Survey

Original Intent and Limitations of the Survey

II. REVIEW OF LITERATURE

ACKNOWLEDGMENT

For the Economic Survey

The writer wishes to acknowledge his sincere appreciation to Dr. Leonard Thompson for his ideas in helping to develop this thesis, his constructive criticism, and his manual labor in helping to prepare the surveys used in this project. Dr. Thompson's help in preparing the surveys, cut the time that it would take to develop this project, by half.

The writer also wishes to acknowledge his appreciation to Dr. John Garwood for his constructive criticism, and the time he spent in grading and perfecting this thesis.

V. SURVEY RESULTS OF THE GENERAL BUSINESS SURVEY

Results of the College Catalog Survey

Results of the Company Survey

Results of the Graduate Survey

VI. SURVEY RESULTS OF THE ACCOUNTING COURSES

Results of the College Catalog Survey

Results of the Company Survey

Results of the Graduate Survey

CHAPTER	PAGE
I. INTRODUCTION	1
Purpose of the Survey	2
Justification of the Survey	2
Original Intent and Limitations of the Survey	4
II. REVIEW OF LITERATURE	6
For the Economic Curriculum	6
For the Business Curriculum	11
For the Accounting Curriculum	14
III. METHODS OF PROCEDURE AND GENERAL RESULTS	18
Methods of Procedure for the Survey	18
General Results of the Survey	23
IV. SURVEY RESULTS OF THE ECONOMIC COURSES	25
Results of the College Catalog Survey	26
Results of the Company Survey	32
Results of the Graduate Survey	34
V. SURVEY RESULTS OF THE GENERAL BUSINESS COURSES	39
Results of the College Catalog Survey	40
Results of the Company Survey	46
Results of the Graduate Survey	48
VI. SURVEY RESULTS OF THE ACCOUNTING COURSES	52
Results of the College Catalog Survey	53
Results of the Company Survey	56
Results of the Graduate Survey	59

	111
CHAPTER	PAGE
VII. CONCLUSIONS	63
BIBLIOGRAPHY	70
APPENDIX A. Supporting Tables	73
APPENDIX B. List of Colleges and Companies Surveyed with Introductory Letters and Forms . . .	82
APPENDIX C. Company Letters of Comment	92
From 57 Companies Surveyed for the Listed Economic Courses	
IV. Choice Percentage Breakdown of the Survey of the Listed Economic Courses . . .	
V. Course Rank Comparisons of the Three Partici- pating Groups for the Economic Courses . .	
VI. Number and Percentage of 50 Colleges Surveyed Offering the Listed General Business Courses	
VII. Number of Choices and Percentage of Choices from 57 Companies Surveyed for the General Business Courses	
VIII. Choice Percentage Breakdown of the Graduate Survey of the Listed General Business Courses	
IX. Course Rank Comparisons of the Three Partici- pating Groups for the General Business Courses	

I.	Breakdown of Graduate Group Choice Percentages Among the Four Major Fields	24
II.	Number and Percentage of 50 Colleges Surveyed Offering the Listed Economic Courses	27
III.	Number of Choices and Percentage of Choices From 57 Companies Surveyed for the Listed Economic Courses	33
IV.	Choice Percentage Breakdown of the Graduate Survey of the Listed Economic Courses	36
V.	Course Rank Comparisons of the Three Participating Groups for the Economic Courses	38
VI.	Number and Percentage of 50 Colleges Surveyed Offering the Listed General Business Courses	41
VII.	Number of Choices and Percentage of Choices from 57 Companies Surveyed for the General Business Courses	47
VIII.	Choice Percentage Breakdown of the Graduate Survey of the Listed General Business Courses	50
IX.	Course Rank Comparisons of the Three Participating Groups for the General Business Courses	51

TABLE

PAGE

X.	Number and Percentage of 50 Colleges Surveyed Offering the Listed Accounting Courses	54
XI.	Number of Choices and Percentage of Choices from 57 Companies Surveyed for the Listed Accounting Courses	58
XII.	Choice Percentage Breakdown for the Graduate Survey of the Listed Accounting Courses	60
XIII.	Course Rank Comparisons of the Three Participating Groups for the Accounting Courses	62
XIV.	Percentage of Schools which Require the Listed Courses as Part of Their Core Curriculum	74
XV.	Breakdown of Graduates by Departments in Colleges of Business. Comparison of Degrees Granted to Business Students in 1950 and 1954. Graduating Students Reported by Members of American Association of Collegiate Schools of Business. (53 in 1954) (41 in 1950)	75
XVI.	Number of Colleges Offering the Courses as Upper or Lower Level Courses and the Percentage of Colleges Requiring the Economic Courses in the Core Curriculum. Both Figured from the Number of Colleges Offering the Listed Courses	76

TABLE

XVII.	The Number of Hours Most Frequently Taught by the Colleges that Offered the Below Listed Courses in Economics	77
XVIII.	Number of Colleges Offering the Courses as Upper or Lower Level Courses and the Percen- tage of Colleges Requiring the General Busi- ness Courses in the Core Curriculum. Both Figures from the Number of Colleges Offering the Listed Courses	78
XIX.	The Number of Hours Most Frequently Taught by the Colleges that Offered the Below Listed Courses in General Business	79
XX.	Number of Colleges Offering the Courses as Upper or Lower Level Courses and the Percen- tage of Colleges Requiring the Accounting Courses in the Core Curriculum. Both Fig- ured from the Number of Colleges Offering the Listed Courses	80
XXI.	The Number of Hours Most Frequently Taught by the Colleges that Offered the Below Listed Courses in Accounting	81

Three appendixes are also included, which are reporting tables, lists of colleges and companies with introductory letters and forms, and letters from the companies.

ABSTRACT

This thesis contains the results of three surveys which were made to try to determine the most important courses in the major field of economics, general business, and accounting. These surveys were conducted from college catalogues, industry, and graduates of Fort Hays Kansas State College. The results of the surveys are presented in tables with a written discussion of the results.

This project is intended to aid the small colleges, with enrollments of less than 3,500 students, in selecting the most important courses in these three major fields of study.

The thesis is divided into seven chapters: the "Introduction," a "Review of Literature," the "Methods of Procedure and General Results," the "Survey Results of the Economic Courses," the "Survey Results of the General Business Courses," the "Survey Results of the Accounting Courses," and a "Conclusion." Also included is a "Bibliography" containing twenty-seven selected references to supplement the survey results. The articles cited include both research in the field of business curriculums, and general discussion articles of interesting content.

Three appendixes are also included which contain supporting tables, lists of colleges and companies surveyed with introductory letters and forms, and letters of comment from the companies.

CHAPTER I

INTRODUCTION

The problems involved in the preparation of a business administration curriculum are some of the most numerous and perplexing problems which the administrators of institutions of higher education have today. Business curriculums are forever changing with the emphasis placed on different subjects from year to year. For example, the increasing importance of statistics in the modern managerial function has been recognized by many schools, and has been included as a basic required course for business control. In 1950, and 1954, a group of schools of business were surveyed to determine the courses which were required in their core curriculums. In 1950, statistics was required by 82 per cent of the schools surveyed; in 1954, the percentage jumped to 96 per cent. This is but one instance concerning the changing importance placed on subjects and areas of business curriculums. Table XIV, page 74, presents further evidence revealing the changing importance placed on other business courses required in college core curriculums.

The subject of business curriculums, concerning what should and should not be included in the curriculum, is a subject which educators have as many view points as there are educators. In the Education Index, which can be located in any college library, there are subheadings under almost

all areas of learning, entitled "curriculum," with numerous amounts of informational material available. Some of the material offers opinions of prominent educators, while the remainder is written on business curriculums in general, or confined to finely restricted areas, such as, the reasons for offering one particular course.

The purpose of this project was to make three distinct surveys. This was not a review to accumulate published literature on the subject. The surveys were conducted in the latter four months of 1957, and designed to accumulate information on the subjects of economic, general business, and accounting courses offered and desired for the small college. The surveys were also conducted to determine the course preference of a group of leading companies and the course preference of the business graduates of Fort Hays Kansas State College of Liberal and Applied Arts.

There were published materials referred to in this thesis, including both written and table form material. Published references were used primarily to establish bases upon which to present the information accumulated. The tables referred to were used to make comparisons with information accumulated from previous surveys with that which was accumulated for this project. Further information indicating procedures used and the general results of the surveys are presented in Chapter III.

The small colleges, with their limited facilities,

funds, and instructors, are at a disadvantage when they offer courses covering the fields of economics and business administration. The administration must use great care in choosing the limited number of courses which they offer, in order to give their students the maximum advantage from their professional education. The large colleges and universities, with their more extensive facilities, and particularly their large number of instructors, can offer a more extensive variety of courses. In many instances, the large colleges offer as many specialized major fields as most of the small colleges offer courses.

In a random selection of four large state and city universities, not included in the survey, it was found that they offered from 15 to 25 specialized majors in the fields of economics and business administration. The mean average number of instructors was 58. In comparison, a group of 25 colleges in the same geographical area, having enrollments of 2,000 to 3,500 students, revealed that the average number of majors was four, usually in economics, general business, accounting, secretarial science and business education. The median and mode average number of instructors was eleven.

Using 15 semester hours as an average load for an instructor to teach, it is possible for a staff of eleven to teach 165 hours each semester, or 55 three hour courses. Fifty-five three hour courses would make it possible to offer more than four majors, but that many individual

courses cannot possibly be offered, because in courses such as Principles of Accounting, it is a necessity to offer more than one section. It is conceivable, as it is here at Fort Hays Kansas State College, that six separate sections have to be offered for Principles of Accounting to accommodate the enrollment in this course. This is also the case with many of the secretarial science courses. In addition, many of the courses are two semester offerings of either two or three hours each semester. If six instructors are left to teach the more advanced courses and more of a variety in these four majors, the division or school of business is fortunate. These six instructors might possibly teach an additional 30 three hour courses, which can be divided between four major fields. An apportionment might be at least 7 three hour courses in accounting, or the equivalent; at least 5 three hour courses in secretarial science and business education; and at least 9 three hour courses each in economics and general business.

No matter how the hours, which eleven instructors are able to teach, are apportioned among these four major fields, the selection of courses are few, and the courses offered by a small college have to be chosen with the greatest of care. These courses have to be chosen to satisfy the graduate, his future employer, and to carry forth the advancement and reputation of the small college which is giving the degree.

The original intent of the surveys was to combine the

results of each survey and to determine a composite rank for each course on the three lists. Individual limiting characteristics of the participating colleges, companies, and graduates, caused the abandonment of the intent. The colleges surveyed were characterized by schools of agriculture, mechanics, technology, liberal and applied arts, and applied sciences, which made certain courses more applicable to the individual curriculums. The number of courses offered by the different schools were quite erratic, making equal representation of the schools impossible. Since the graduates surveyed were all from Fort Hays Kansas State College, there might be a tendency of bias toward courses offered by this school. The graduates were requested to select courses at random over all three lists of the major fields surveyed, in addition to an added list of secretarial science and business education courses. This eliminated equal representation of the major fields and proved to be a limiting factor in the graduate survey. The companies surveyed were more representative, since they were requested to select the same amount of courses for each major field. Even though the companies had individual preferences, they focused their choices on specific courses which benefited the majority of them.

theory and that we still have few examples and studies of valuing, thinking and creativity.¹

¹Robert S. Fleming, "Research and Evaluation in Curriculum Planning," *Review of Educational Research*, 27:2, June, 1957.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains information gathered from published literature on the subject of economic, business, and accounting curriculums. The articles were selected for specific information to supplement, in general, the information gathered from the surveys. Some of the articles surveyed are not directly related to the research done in this thesis, but the information from these articles should be considered when evaluating the results of this project. The articles cited are contemporary and are no older than 1950. It was decided that information published prior to 1950, may not be adequately representative of business curriculums today. In Mr. Robert S. Fleming's article "Research and Education in Curriculum Planning," the author expressed his opinion that there seems to be limited systematic inquiry on vital problems and issues in the field of curriculum planning and that there is almost a frightening scarcity of research in curriculum. He also related that there are important gaps in recent literature dealing with curriculum theory and that we still have few examples and studies of valuing, thinking and creativity.¹

¹Robert S. Fleming, "Research and Evaluation in Curriculum Planning," Review of Educational Research, 27:296, June, 1957.

More valuable information was found in the field of economic curriculum research than in either the business or accounting field. The most valuable work to be cited is the American Economic Association Subcommittee Report "The Teaching of Undergraduate Economics," which consisted of 226 pages.

The report was set up under eleven subcommittees, each subcommittee being named after the phase of undergraduate economics they were to report on; (1) elementary courses in economics, (2) integrated introductory courses in social sciences, (3) the undergraduate economic curriculum and related areas of study, (4) the training of teachers of economics, (5) the study of economics in schools of business, (6) undergraduate economics as preparation for careers in public service and business administration, (7) treatment of especially able students of economics, (8) economic teaching in the schools, (9) the study of economics in relation to education in agriculture, (10) the study of economics in relation to education in the professions, and (11) the use of visual aids in teaching economics.²

There was one section of this report which related closely to the surveys conducted for this project. The Subcommittee conducted its own study regarding courses offered

²Horace Taylor, (ed.) and others, "The Teaching of Undergraduate Economics," American Economic Review, 40:1, December, 1950.

in different institutions. They found that, listed in order of frequency, money and banking, public finance, labor problems, economic history, statistics, international economics, corporations, theory, accounting, history of economic theory, comparative economics, and business cycles were offered by more than half of the institutions surveyed. Consumer economics, public utilities, general seminars, economic geography, business administration, and insurance, were offered by 25 per cent or more of the schools of business.³

The subcommittee also recommended the following economic content to be necessary or desirable if schools of business are to discharge their responsibilities. This economic content includes: (1) a general survey of economics, (2) economics of the business enterprise, (3) money and banking, (4) public finance, (5) business fluctuations and analysis of economic conditions, (6) government and business, and (7) labor relations and international economics.⁴

In Mr. Paul W. Ellis' article, "Graduate-School Offerings in Economics," he related that the essential core found in sixty-six principal colleges and universities granting degrees with majors in economics included nine different fields or courses. These were: Theory, which was offered in sixty-five of the sixty-six institutions; history of eco-

³Ibid., p. 98.

⁴Ibid., p. 112.

economic thought, 62; labor, 66; money and banking, 65; public finance, 65; business fluctuations, 63; international economics, 62; statistics, 60; and economic history, 58. Work in each of four other fields is to be found in from 65 to 82 per cent of these universities. These fields, in the order of frequency in which they are found are: public control of business, 54 institutions; transportation, 52; public utilities, 49; and economic systems, 44. No other fields were offered by as many as 50 per cent of the schools.⁵

In his article "Collegiate Education for Accountants," Robert L. Kane questioned the viewpoints of practicing Certified Public Accountants on what they considered the most important business courses for a Certified Public Accountant. Nine economic courses were chosen by this group of accountants. Using an index number of 100 as the highest ranking, general economics received an index number of 75; money and banking, 73; economic theory, 68; business cycles, 63; public finance, 65; labor problems, 52; international trade, 56; economic geography, 55; and transportation, 45.⁶

Three articles were reviewed which dealt with education and curriculum of economics in general. In Leo Fishman's article "The Introductory Course in Economics," Mr.

⁵Paul W. Ellis, "Graduate-School Offerings in Economics," The Journal of Higher Education, 22:264, 1951.

⁶Robert L. Kane, "Collegiate Education for Accountants," The Journal of Accountancy, 104:63, December, 1957.

Fishman stated that the shortcomings in the introductory course lie in the apparent inability of instructors to decide on one primary objective for the course, and then, to develop its subject matter so as to accomplish that objective. The context of the elementary course has expanded beyond all possibility of adequate comprehension and assimilation by a student in one year of three class hours a week.⁷

While on the subject of the introductory course in economics, Sherman E. Anderson, in his article "Weakness of Current Economic Education," criticized the introductory course as one of disorganization, in that, schools are attempting to cram the whole catalogue into one introductory course.

In his article "Economics In the Curricula of Schools of Business," Mr. Neil H. Jacoby presented a general discussion on the importance of management education; the American Economic Association Subcommittee findings of 1950, previously cited; the different levels of education for business, of management being in the proper focus of the business school curriculum; whether operation analysis is a branch of economics; the objectives of undergraduate and graduate business curriculum, economics in the upper division curriculum; economics in the graduate school curriculum; and the organi-

⁷Leo Fishman, "The Introductory Course in Economics," Social Education, 20:165, April, 1956.

zation relationship of economics to business in the university. Commerce, and was titled *University Education for Business*, 1931. It was a study of existing needs and practices. Dr. John D. Garwood related in his article "Uneconomic Teaching in Economics," that the small college teacher faces the problem of too many subject fields coupled with too many variables in those fields for him to evaluate properly. Dr. Garwood offered the solution, that course offerings might be halved to permit more intensification of study; but, that this solution would be apposed by the administration who must fill the college with students.⁸ That fact was noticeable in this study. A number of schools seemed to have far more offerings than could possibly be taught properly by the number of instructors they carried on their payrolls.

It was found that less research had been done in the field of general business, than in either of the fields of economics or accounting. In his article "Professional Education for Business Administration," Mr. Richard L. Kozelka brought out a very important point. He said that:

The field of education for business administration has been examined from time to time, but never with the thoroughness which has marked the surveys in other professions, such as, medicine, pharmacy, engineering, and law. Attempts have been made to obtain financial support for an adequate study, comparable to the scope of studies of other professions, but without success.

Limited surveys have been made, which have been very useful to faculties and administrators. The report of the first major survey appeared in the golden anniver-

⁸ John D. Garwood, "Uneconomic Teaching in Economics," *The Social Studies*, 46:128, April, 1955.

sary of the first school of business administration, the University of Pennsylvania Wharton School of Finance and Commerce, and was titled University Education for Business, 1931. It was a study of existing needs and practices by J. H. S. Bossard and J. F. Dewhurst.⁹

Mr. Koselka also brings out that other surveys taken among business executives and in specialized areas, indicate the need for maintaining breadth of view in the curriculum, to understand the several functions operating in a business enterprise and to see the relation of the business unit to the economy.

The only study found comparable to this project was the one made by Robert L. Kane in his article "Collegiate Education for Accountants," previously cited. Mr. Kane questioned a group of Certified Public Accountants regarding their viewpoints on what they considered the most important business courses for a Certified Public Accountant. Using an index number for evaluation, 100 being the highest, the courses were: Business English, receiving an index number of 96; business law, 95; mathematics of finance, 91; corporation finance, 83; business communications, 78; statistical methods, 75; insurance principles, 73; investments, 70; industrial management, 63; personnel management, 61; purchasing, 60; credit management and collection, 59; production management, 53; marketing methods, 52; market research,

⁹Richard L. Kozelka, "Professional Education for Business Administration," Higher Education, 9:183, April, 1953.

45; sales management, 44; and principles of advertising, 42.¹⁰

In his article "The Changing Nature of Business Education in America's Colleges," Elvin S. Eyster stated that business education departments in many colleges no longer are confining their programs to preparation of high school business teachers. Many now have changed to training students for managerial positions in business and industry. Mr. Eyster went on in his article to state the problems which face the college business departments today, for example, how should curriculums for preparation for business administration differ from those for teacher education with respect to; (a) scope of course offerings, (b) depth of subject matter, (c) background preparation in economics, and (d) core course requirements in business administration.¹¹

In Dean Sweetland's article "After Checking With Businessmen, We Built a New Curriculum," he related the experience of a two year business school in developing a curriculum in the fields of secretarial science, accounting, and business administration.

In the article "A Finishing Course for Business Graduates," Joseph Gruber presented an argumentation in favor of a business course which would teach a student how

¹⁰Kane, op. cit., p. 63.

¹¹Elvin S. Eyster, "The Changing Nature of Business Education in America's Colleges," The Journal of Business Education, 29:281, April, 1954.

to use all of the facilities available for contacting prospective employees, how to write a letter of application, how to fill out personnel forms, how to take a pre-employment test and how to conduct oneself during an employment interview. The course would also cover, how to get along with others and how to evidence the courtesy, honesty, and dependability that an employer has a right to expect.

Another article in favor of a specific course is "Its Time to Teach Business Electronics," written by Dana E. Gibson. Mr. Gibson recommended an injection of some electronics in the business curriculum. Electronics would be especially valuable for courses such as office management, accounting, and office machines. Mr. Gibson's proposals are based on the fact that many of these jobs in industry deal directly with electronics and some knowledge of the subject would be quite helpful.

Mr. Lowell Chapman conducted a questionnaire survey in 1954, regarding the course, Introduction to Business. The results were presented in his article "How Much Introduction to Business in College." The questionnaire was sent to 157 schools having membership in the National Association of Business Teacher Training Institutions, to find out their viewpoints on the course, Introduction to Business. Forty per cent of those replying did not offer Introduction to Business and 59 per cent offered the course.

In Mr. Steven J. Shaw's article "Over and Under Spec-

ialization in Business Curricula," he compared course offerings in advertising and salesmanship. He concluded that, due to the glamorization in the field of advertising, attention has been called to a large number of advertising courses, and more should be called to salesmanship courses.

Robert L. Kane's article, cited twice previously, "Collegiate Education for Accountants," was the nearest survey comparable to this thesis. The viewpoints of a group of practicing Certified Public Accountants on what they considered the most important business courses for a Certified Public Accountant were presented. The accounting courses, using an index number of 100 as being the highest ranked, were elementary accounting and intermediate accounting, receiving an index number of 100; auditing, 99; federal and state income taxes, 98; advanced accounting, 97; elements of cost accounting, 96; advanced accounting problems, 95; accounting systems, 93; advanced cost accounting, 88; analysis of financial control and budgeting, 82; institutional accounting, 80; and governmental accounting, 75.¹²

Two articles were found on the subject of accounting curriculum for non-accounting majors or laymen. These were "Accounting Majors and Non-Accounting Majors," by John N. Myer, and "Accounting for the Layman," by Alvin C. Beckett. Both articles expressed the need for a practical down-to-

¹²Kane, op. cit., p. 63.

earth course in accounting that would provide those who do not intend to practice accounting with a practical knowledge of the accounting principles. Mr. Beckett also discussed what the layman is studying today and from what books he is learning his accounting, and the broad content of these books. Mr. Beckett also presented a proposed outline for a possible plan for teaching accounting to the layman.

A course in budgeting was brought to the fore as being quite desirable in the accounting curriculum. Two articles were cited which express favor for a course in budgeting. These were "The Teaching of Industrial Budgeting," by Glenn Welch, and "Budgeting: A Neglected Subject," by John N. Myer. Mr. Welch stated that the larger portion of college graduates in accounting go to work in industry, and that in industry, the principal objective of accounting, in general, must be to serve management. Therefore, there should be more emphasis on managerial application in all accounting courses and especially in such courses as cost, systems, controllership, and budgeting. In addition, accounting students should be encouraged to take more management and related courses.¹³ Mr. Welch also expressed his views on what a course in budgeting should contain by a description in topical outline.

¹³Glenn Welch, "The Teaching of Industrial Budgeting," The Journal of Business Education, 30:305, April, 1955.

prove," The Journal of Accountancy, 100:77, August, 1957.

In his article "Let's Wake Up the Curriculum," Mr. Frank J. Dame argued for more practice sets for such areas as accounting, typing, and shorthand. He based his argument on the supposition that realistic training for such courses, as sales, wakes up the curriculum because it motivates.

In the article "Will Education for Accountancy Improve?," the author, Mr. R. K. Mautz, recommended three points toward better education for accountants. These three points are; (1) it would be desirable if public accountants refrained from raiding the ranks of the educators to build up their own personnel, (2) recruiters should encourage some students to stay on for a year or more of graduate work, (3) capable men in the accounting field should be encouraged to take more graduate work to qualify them to teach.¹⁴ This was a general discussion article and did not specify any particular courses which were desirable for the improvement of accounting education.

It is interesting to note that in the late issues of the Journal of Business Education, there were a number of theses being written on the subject of business curriculum. These theses were on the Masters' and Doctors' level and fairly well distributed in institutions throughout the United States.

¹⁴R. K. Mautz, "Will Education for Accountancy Improve," The Journal of Accountancy, 100:55, August, 1955.

CHAPTER III

METHODS OF PROCEDURE AND GENERAL RESULTS OF THE SURVEYS

As mentioned previously in the introduction, the project consists of three distinct surveys for the three major fields of economics, general business, and accounting. Included in the survey were college catalogues, a group of leading companies in a variety of phases of industry, and graduates of Fort Hays Kansas State College of Liberal and Applied Arts.

A geographical limitation was established for the survey of seventeen states of the Central United States, consisting of the following: Montana, Wyoming, Colorado, New Mexico, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Texas, Wisconsin, Minnesota, Iowa, Illinois, Missouri, Arkansas, and Louisiana. This same geographical area was used in choosing the companies which participated in the survey.

The colleges selected for the survey were taken from the 1956 publication American Universities and Colleges. A total of fifty colleges and universities were surveyed. Thirty-five of the schools surveyed had enrollments of 2,000 to 3,500 students, and fifteen of the institutions had enrollments of 3,500 to approximately 7,000 students. The representative lists of economic, general business, and accounting courses were selected from the group of schools

with enrollments of 2,000 to 3,500 students. These lists of courses would also be representative of colleges with enrollments of less than 2,000 students. In addition, the larger schools with enrollments of 3,500 to 7,000, were also represented in the survey with their course offerings in the three major fields. A total of ninety-nine courses were selected from the group of thirty-five schools previously mentioned. Thirty-eight of these courses were from the field of economics, thirty-four from the field of general business, and twenty-seven courses were from the major field of accounting. The college catalogs were surveyed for the courses listed to determine the per cent of schools which offered the courses, and the per cent of schools offering the courses that required them in their core curriculum. Included in the catalog survey was the number of colleges offering the courses as upper or lower divisional subjects. The frequency of hours in which the courses were offered was also determined. Quarter hours were converted into their equivalent of semester hours. The time required to survey the catalogues was a minimum of one hour for the smaller departments of economics and business administration, to two hours for the larger colleges with more extensive offerings. With the information accumulated from the catalogues, it was felt that the importance placed upon specific courses

was reflected by the percentage of schools which offered the courses. For example, the course, Introduction to Economic Principles and Problems was offered by 98 per cent of the schools surveyed; Advanced Principles of Economics was offered by 28 per cent of the schools; therefore, the relative importance placed on Introduction to Economic Principles and Problems by the schools surveyed was greater than that of Advanced Principles of Economics. This same principle was used for determining the courses required in the core curriculum of the schools offering the courses; the level on which the courses were offered; and the number of hours which the largest number of schools offered the courses.

The three lists of courses which were determined from the survey of college catalogues were forwarded to eighty-four leading companies in a variety of phases of industry. A copy of the introductory letter and form in which the lists were mailed was presented in Appendix B, Page 82, in the original form as mailed.

The companies selected and requested to participate in the survey were chosen from the 1958 College Placement Annual, published by the College Placement Council, Inc., Bethlehem, Pennsylvania. The purpose of this choice was to select companies which had the greatest interest in the education of potential college employees. The companies selected were considered leading and active businesses within

the same geographical region in which the colleges selected for the survey were located. The companies surveyed were required to have at least two of the three major fields listed in the placement annual as anticipated occupational needs. Each company was requested to select fifteen economic courses, fifteen general business courses, and ten accounting courses which they considered the most valuable to a graduate having a major in any of the three fields surveyed. They were also requested to evaluate the courses from one through fifteen for economics and general business, and one through ten for the accounting courses. The responses to the evaluation of the courses were inadequate and had to be abandoned for the purpose of a more detailed evaluation of the courses. The participation of the companies was fifty-seven returns out of eighty-four questionnaires mailed, for a 67.9 per cent return.

The courses were evaluated according to the per cent of choices made for them. For example, from the general business list of courses, Business Law was selected by 91.2 per cent of all the companies surveyed. Elements of Law was selected by 22.8 per cent of the companies; therefore, Business Law is considered of more value to a student than Elements of Law according to the companies' evaluation. All of the courses surveyed were presented in the tables according to the highest per cent of choices made for the courses. A number of letters were received from the companies

indicating the methods used in evaluating the courses on the questionnaires, and other comments of interest to the project. These letters were included in Appendix C, page 92, in their original forms. A list of the companies participating in the survey is presented in Appendix B, page 82. There is no way to connect the choices of the companies for courses listed in the three major fields except from the master work sheet, which is not included in this thesis.

The third survey was conducted from graduates of Fort Hays Kansas State College of Liberal and Applied Arts. These graduates represented majors in economics and business administration for the past ten years. The introductory letter and forms used for the survey are presented in Appendix B, page 82. The evaluation forms consisted of the same three major fields evaluated by the companies. In addition, a list was added with courses from the major field of secretarial science and business education. The graduates were requested to select twenty courses from all four lists, which they believed would be of the most value to them in their present employment. It was requested that these courses be evaluated one through twenty. In addition, the graduates were requested to select an additional twenty courses, which they considered a desirable school or division of business offering; these courses were to be checked, only. The evaluation of the two groups of choices was presented separately and was also presented as a total. The

results of the evaluation of the secretarial science and business education courses were not presented in this project. These courses were added for a separate study alienated from this thesis. select from, received 16.4 per cent

Of 149 course evaluation forms received by the graduates, fifty were returned, for a 33.5 per cent return. The forms were adequately evaluated. From the fifty forms returned, a total of two thousand course selections were possible; 1,891 selections were made. Of the first group of choices, the courses considered most valuable to the graduates present employment, 987 selections were made out of a possible one thousand.

From the second choice group, which were courses considered a desirable school or division offering, 904 selections were made out of a possible one thousand.

It is estimated that approximately one-half of the graduates participating were high school commerce teachers. Since high school commerce was represented by courses in secretarial science, it was assumed that the addition of secretarial science and business education courses would command the most selections made from the four major fields; however, this was not the case. The secretarial science and business education courses received the least selections. General Business, consisting of thirty-four courses to select from, received 34.15 per cent of the choices. Economics, consisting of thirty-eight courses, received 25.7

per cent of the choices. Accounting, consisting of twenty-seven courses, received 23.75 per cent of the choices. Secretarial science and business education, consisting of twenty-one courses to select from, received 16.4 per cent of the choices made. A complete breakdown was presented in Table I, showing the per cent of each choice group apportioned among the four major fields surveyed.

TABLE I

BREAKDOWN OF GRADUATE GROUP CHOICE PERCENTAGES
AMONG THE FOUR MAJOR FIELDS

Major field	Most valuable to present employment	Desirable offerings	Total
Economics	24.1	27.3	25.7
General Business	34.3	34.0	34.15
Accounting	24.8	22.7	23.75
Secretarial Science and Business Education	<u>16.8</u>	<u>16.0</u>	<u>16.4</u>
	100.0	100.0	100.0

In 1950, a subcommittee of the American Economic Association on "The Study of Economics in Schools of

¹⁵Alden S. Lang, "The Balance Between Business and Non-business Subjects," College Arts and Views, 11:3, December, 1957.

CHAPTER IV

SURVEY RESULTS OF THE ECONOMIC COURSES

The field of economics is considered by some educators as a separate division from that of business administration. It is considered by others as the master science of business, and an important division of the schools and divisions of business administration. A recent survey of fifty-two universities having business schools, revealed that economics was located within the business school of 61 per cent of the institutions.¹⁵ It was found in this survey, from general observation, that economics was offered in the schools and divisions of business in, approximately, 90 per cent of the schools surveyed. It was assumed that the size of the colleges surveyed, all being within a 2,000 to 7,000 student enrollment, deemed it necessary for a close relationship to exist in order to eliminate duplication. The schools that did not list economics with business administration, listed their courses in economics with the department of social science. The offerings in economics usually did not include more than five to six courses.

In 1950, a subcommittee of the American Economic Association on "The Study of Economics in Schools of

¹⁵Aldon S. Lang, "The Balance Between Business and Non-business Subjects," Collegiate News and Views, 11:3, December, 1957.

Business," reported on the place of economics in the school of business curriculum. The subcommittee recommended that the necessary economic content of a business school curriculum should include the following elements: (1) a general survey of economics, (2) economics of the business enterprise, (3) money and banking, (4) public finance, (5) business fluctuations and analysis of economic conditions, (6) government and business, and (7) labor relations and international economics.¹⁶

The first of the surveys presented is that of the college catalogues. Table II presents the number and per cent of the colleges which offered the representative list of economic courses surveyed. Using the elements recommended by the American Economic Association Subcommittee, a comparison was made with what the small colleges offered in their curriculums.

The first element, a general survey of economics, was adhered to by 98 per cent of the colleges surveyed. Introduction to Economic Principles and Problems was offered by 98 per cent of the schools, and Introduction of Economics, a more elementary course, was offered by 18 per cent of the institutions. The course, Introduction to Economic Principles and Problems, was required in the core curriculum of

¹⁶Aldon S. Lang, "The Balance Between Business and Non-business Subjects," Collegiate News and Views, 11:3-4, December, 1957.

TABLE II

1974, NUMBER AND PERCENTAGE OF 50 COLLEGES SURVEYED
OFFERING THE LISTED ECONOMIC COURSES

Courses	Number	Per Cent
Introduction to Economic Principles and Problems	49	98
Money and Banking	47	94
Public Finance	42	84
Labor Economics	41	82
Economic Thought	33	66
Consumer Economics	32	64
Comparative Economic Systems	31	62
Transportation	26	52
Elements of Statistics	24	48
International Economic Relations	24	48
International Trade	24	48
American Economic Development	22	44
Business and Government	22	44
Economic Geography	20	40
Contemporary Economic Problems	20	40
Business Fluctuations	18	36
Taxation	16	32
Advanced Principles of Economics	14	28
Intermediate Economic Theory	14	28
Economic History of the United States	13	26
Public Utilities	13	26
Income and Employment Theory	13	26
Social Control of Business	13	26
Personal Finance	11	22
Land Economics	10	20
Monetary Theory	10	20
Introduction to Economics	9	18
Agriculture Economics	8	16
Collective Bargaining	8	16
Theory of Price	7	14
Value and Distribution	6	12
Economics of Business	4	8
Financial Institutions	3	6
Advanced Statistics	3	6
War Economics	2	4
Economic Welfare	2	4
Industrial Development	2	4
Russia's Soviet Economy	2	4

67.3 per cent of the schools that offered the course. In 1954, a survey of a group of schools of business revealed that economics was required in 100 per cent of these schools. A breakdown of courses required by schools of business in the 1954 survey, compared with this survey, is presented in Table XIV, page 74. The lower percentage of 67.3, revealed in this survey, can be explained, in part, by the fact that a number of the institutions surveyed, offering the course Introduction to Economic Principles and Problems, did not offer a degree in business administration. It must be kept in mind, that a number of the schools surveyed were small colleges of agriculture, mechanics, and technology, and offered only a limited number of economic courses.

The second element, economics of the business enterprise, was identified nearest to the course Economics of Business. The survey revealed that only 8 per cent of the colleges offered this course. None of the schools surveyed required this course in their core curriculum. It is not to be referred that this is the only course which will satisfy the recommended element, economics of the business enterprise. The course was used as a comparison, and a combination of a number of the listed courses would probably be appropriate.

Money and Banking, the third element recommended, was one of the courses most frequently offered. Ninety-four per cent of the schools surveyed offered a course in money and

banking. Of the colleges which offered the course, 34 per cent required it in their core curriculum. In comparison, in the 1954 survey, previously mentioned, 90 per cent of the schools of business surveyed required Money and Banking in their core curriculum.

The fourth element, Public Finance, was one of the courses offered most frequently by the small colleges. Of the schools surveyed, 84 per cent offered a course in Public Finance. The percentage of schools requiring the course was very low; only 12 per cent of the colleges required it in their core curriculum. Public Finance was not listed in the 1954 survey presented in Table XIV, page 74.

Representative courses of business fluctuations and analysis of economic conditions, the fifth element recommended by the subcommittee, were quite low on the list of courses offered by the small colleges. The course, Business Fluctuations, was offered by only 36 per cent of the institutions. Business Forecasting, a course listed under the list of general business courses, was offered by only 12 per cent of the schools surveyed. Business Fluctuations was required by 5.6 per cent of the schools offering the course. Business Forecasting was required by two of six schools offering the course.

The sixth element, government and business, was offered by 44 per cent of the institutions surveyed. Of the schools offering Government and Business, none required the

course in their core curriculum. In the 1954 survey of courses required by schools of business, 7 per cent of the institutions required the course in their core curriculum.

in the Labor relations and international economics, the seventh and last element recommended by the subcommittee, was best represented by the courses of Labor Economics, Collective Bargaining, International Economic Relations, and International Trade. Labor Economics was offered by 82 per cent of the schools surveyed. It was ranked fourth by the colleges. Collective Bargaining, a subject closely related to Labor Economics, was offered by only 16 per cent of the institutions. Of the four courses mentioned, Labor Economics was the only course required by any of the schools in their core curriculum. Labor Economics was required by 4.9 per cent of the colleges offering the course in their core curriculums. Both International Economic Relations and International Trade was offered by 48 per cent of the colleges surveyed. Neither of the courses was required in the core curriculums of the schools offering them.

Table XVI, page 76, lists the percentages of the courses which were required in the core curriculums of the colleges surveyed offering the courses. As mentioned previously, Introduction to Economic Principles and Problems was the most required course in the core curriculums. Of the schools offering the course, 67.3 per cent required it in their core curriculums. Elements of Statistics, also

listed under economics, was rated second with an average of 62.5 per cent. Money and Banking ranked third, with a 34 per cent average. Ten other courses surveyed were required in the core curriculums of some of the colleges surveyed.

Table XVI, page 76, also lists a breakdown showing the level, or division, on which the different courses were taught. In all but three instances, the courses were taught as upper divisional or Junior-Senior level courses. Introduction to Economic Principles and Problems, and Introduction to Economics were overwhelmingly taught as lower divisional courses. Economic Geography was taught as a lower divisional course by twelve of twenty schools which offered the course. American Economic Development was classified as an upper divisional course by twelve of the twenty-two colleges which offered the course.

Table XVII, page 77, presents a breakdown of the number of hours in which the courses surveyed for the college catalogues were most frequently taught. In all cases except one, the most frequent number of hours in which a course was offered was three. The course, Introduction to Economic Principles and Problems, was usually taught as a six hour course. Forty-three of the forty-nine schools which listed the course, offered it as a six hour subject. Taxation and Personal Finance were closely divided between two and three hour offerings; the exact breakdown was given in the table mentioned above.

The second survey presented was conducted from a group of leading companies in a variety of businesses and active in the same area in which the colleges surveyed were located. Table III presents a breakdown of the number and percentage of choices made by the companies for the courses on the representative list of economic courses.

Of the ten courses selected for comparison to the survey, including: Introduction to Economic Principles and Problems; Economics of Business; Money and Banking; Public Finance; Business Fluctuation; Government and Business; Labor Economics; Collective Bargaining; International Economic Relations; and International Trade, all but four courses were listed in the top 50 per cent of the choices made by the companies. In comparison, only four of these courses were offered by more than 50 per cent of the colleges surveyed. Fifty per cent relates to the top eleven courses selected by the companies on the representative list of economic courses. Of the four courses which did not draw 50 per cent of the companies choices, Collective Bargaining drew 38.6 per cent of the choices; Public Finance, 29.8 per cent; International Trade, 22.8 per cent; and International Economic Relations drew 21.1 per cent of the companies choices. Taxation, a closely related course to Public Finance, drew 56.1 per cent of the choices made by the companies, ranking it in the top eleven courses desired..

Two of the courses evaluated by the companies on the

TABLE III

NUMBER OF CHOICES AND PERCENTAGE OF
CHOICES FROM 57 COMPANIES SURVEYED
FOR THE LISTED ECONOMIC COURSES

Courses	Number	Per Cent
Introduction to Economic Principles and Problems	52	91.2
Elements of Statistics	49	86
Money and Banking	47	82.5
Advanced Principles of Economics	43	75.4
Labor Economics	40	70.2
Economics of Business	39	68.4
Business and Government	38	66.7
Business Fluctuations	38	66.7
Taxation	32	56.1
Advanced Statistics	31	54.4
Introduction to Economics	30	52.6
Economic History of the United States	27	47.4
Intermediate Economic Theory	27	47.4
Theory of Price	27	47.4
Industrial Development	26	45.6
Contemporary Economic Problems	26	45.6
American Economic Development	22	38.6
Collective Bargaining	22	38.6
Transportation	19	33.3
Monetary Theory	19	33.3
Value and Distribution	18	31.6
Income and Employment Theory	17	29.8
Public Finance	17	29.8
Consumer Economics	15	26.3
Economic Thought	14	24.6
Comparative Economic Systems	13	22.8
Economic Geography	13	22.8
Financial Institutions	13	22.8
International Trade	13	22.8
International Economic Relations	12	21.1
Public Utilities	10	17.5
Personal Finance	8	14
Agriculture Economics	6	10.5
Social Control of Business	4	7
Economic Welfare	3	5.3
Russia's Soviet Economy	3	5.3
Land Economics	-	-
War Economics	-	-

representative list of economic courses received no choices. The two courses were Land Economics and War Economics. Land Economics was offered by 20 per cent of the colleges surveyed, and War Economics was offered by 4 per cent.

cent. It is felt that the results of the companies' survey were quite informational and their desires should be weighed carefully when curriculum adjustments are being considered. As mentioned in Chapter III, a number of company letters of interest are available in Appendix B, page 82, concerning the survey.

Of the basic ten courses established in the review of the college catalogues and company survey; namely, Introduction to Economic Principles and Problems; Economics of Business; Money and Banking; Public Finance; Business Fluctuations; Government and Business; Labor Economics; Collective Bargaining; International Economic Relations; and International Trade, four of the courses were selected in the upper 50 per cent of the total choices made by the graduates surveyed. Money and Banking was selected by the graduates as the course in the field of economics; it was selected by 82 per cent of the graduates. The other three basic courses established and selected by the graduates were Introduction to Economic Principles and Problems, Business and Government, and Public Finance. In the graduate survey, only five courses received more than 50 per cent of the selections made. Taxation, a course related closely to Public Finance,

was the fifth course to make up the five courses selected by 50 per cent or more of the graduates. Of the other six courses established for comparison, Economics of Business drew 38 per cent of the choices; Labor Economics, 34 per cent; Collective Bargaining, 26 per cent; Business Fluctuations, 16 per cent; International Trade, 8 per cent; and International Economic Relations drew 2 per cent of the total choices made.

A complete breakdown is presented in Table IV, showing the per cent of choices made for courses which were considered the most important to the graduates' present employment, the per cent of choices made for courses which were considered as desirable division offerings, and a total per cent of all choices made for each course on the economic list.

By taking the first fifteen courses of each survey, which would represent approximately forty-five semester hours of course work, seven of the ten basic courses established were in the top fifteen ranked courses of both the companies and the college catalogues. Seven of the ten basic courses were in the top fifteen ranked courses of the graduate survey.

There is no way of combining the three surveys and obtaining a composite rank for the courses surveyed. The individual limiting characteristics presented in Chapter I made such a composite rank invalid for valuation. Each of

TABLE IV

CHOICE PERCENTAGE BREAKDOWN OF THE GRADUATE
SURVEY OF THE LISTED ECONOMIC COURSES

Courses	Valuable to present employment per cent	Desirable offerings per cent	Total per cent
Money and Banking	60	22	82
Introduction to Economic Principles and Problems . . .	56	18	74
Taxation	42	30	72
Government and Business . . .	32	34	66
Public Finance	26	30	56
Consumer Economics	22	20	42
Public Utilities	10	30	40
Economics of Business	14	24	38
Elements of Statistics	18	18	36
Labor Economics	16	18	34
Introduction to Economics . .	22	12	34
Monetary Theory	10	20	30
Personal Finance	10	18	28
Economic Geography	10	16	26
Collective Bargaining	10	16	26
Transportation	8	14	22
Economic History of the U. S.	8	14	22
Theory of Price	10	12	22
Value and Distribution	8	10	18
Advanced Statistics	10	8	18
Economic Thought	4	12	16
Comparative Economic Systems	6	10	16
Business Fluctuations	8	8	16
Advanced Principles of Eco- nomics	4	12	16
Income and Employment Theory	6	10	16
Financial Institutions	8	6	14
American Economic Development	8	4	12
Contemporary Economic Prob- lems	2	10	12
Agriculture Economics	4	8	12
Industrial Development	6	6	12
Intermediate Economic Theory	2	8	10
International Trade	4	4	8
Land Economics	2	4	6
War Economics	4	2	6
Economic Welfare	2	2	4
Russia's Soviet Economy . . .	4	-	4
International Economic Rela- tions	-	2	2
Social Control of Business . .	-	2	2

the surveys will have to be evaluated separately, taking into consideration the limiting characteristics of each one of the participating groups. If more importance is to be placed upon one survey over the other two, it will have to be established by the persons using the surveys. This will also be the case with the other two major fields to be discussed in Chapters V and VI.

The rankings of the courses for each survey were presented in Table VI, which show a comparison of each survey to the other two. The company survey was used as the base; the courses with the highest percentage of choices ranked from the top down. It was felt that since each company chose the same amount of courses, the apportionment of choices would form a better pattern for ranking. Courses which drew the same percentage of choices from the same survey received the same rank.

It is not to be referred that the company survey is of more importance in the evaluation of a course than the other surveys. The company survey is used only as a base. The courses which were established as base courses in the beginning of the chapter, were selected as representative of the elements recommended by the American Economic Association Subcommittee, and are not to be referred to as the most important courses on the economic list.

Russia's Soviet Economy	25	28	28
Land Economics	27	21	17
War Economics	21	21	21

TABLE V

COURSE RANK COMPARISONS OF THE THREE PARTICIPATING
GROUPS FOR THE ECONOMIC COURSES

Courses	Company choices	Graduate choices	College offerings
3 Introduction to Economic Principles and Problems	1	2	1
3 Elements of Statistics	2	9	9
3 Money and Banking	3	1	2
1 Advanced Principles of Economics	4	16	14
3 Labor Economics	5	10	4
2 Economics of Business	6	8	22
3 Business and Government	7	4	10
1 Business Fluctuations	7	16	12
2 Taxation	8	3	13
1 Advanced Statistics	9	15	23
2 Introduction to Economics	10	10	18
Economic History of the U. S.	11	14	15
Intermediate Economic Theory	11	19	14
Theory of Price	11	14	20
Industrial Development	12	18	24
Contemporary Economic Problems	12	18	11
1 American Economic Development	13	18	10
Collective Bargaining	13	13	19
1 Transportation	14	14	8
Monetary Theory	14	11	17
Value and Distribution	15	15	21
Income and Employment	16	16	15
2 Public Finance	16	5	3
2 Consumer Economics	17	6	6
1 Economic Thought	18	16	5
1 Comparative Economic Systems	19	16	7
Economic Geography	19	13	11
Financial Institutions	19	17	23
1 International Trade	19	20	9
1 International Economic Relations	20	23	9
1 Public Utilities	21	7	15
Personal Finance	22	12	16
Agriculture Economics	23	18	19
Social Control of Business	24	23	15
Economic Welfare	25	22	24
Russia's Soviet Economy	25	22	24
Land Economics	-	21	17
War Economics	-	21	24

CHAPTER V

SURVEY RESULTS OF THE GENERAL BUSINESS COURSES

A Bachelors Degree in Business Administration, with a major in general business, is undoubtedly the degree most frequently given in schools and divisions of business. In 1950, and 1954, a breakdown of degrees granted to business students by a group of colleges of business was made. In 1950, 12.6 per cent of the degrees granted were in general business. In 1954, the percentage leaped to 23.1 per cent of all degrees granted in business administration. The next four highest percentage of degrees granted were in accounting, which held a 20.4 per cent; marketing and merchandising, 19 per cent; and management, 16.5 per cent. This might be considered an indication of where the students' major interests lie in the field of business administration. A complete breakdown of the different degree majors granted is presented in Table XV, page 75.

The general business program should provide the student with preparation in the areas which constitute the broad base of professional training. Such business areas should include accounting, to be discussed in Chapter VI; finance; management; marketing; statistics; and business law in relation to the business enterprise.¹⁷

¹⁷John H. Prime, "Curriculum Building in Schools of Business," Collegiate News and Views, 11:2-3, October, 1957.

In order to develop a group of base courses to represent the business areas previously mentioned and to present the results of the survey of general business courses, a survey made in 1954, of courses required in the core curriculum of a group of schools of business was used. These base courses were Marketing, Business Law, Business Statistics, Corporation Finance, Personnel Management, and two business preparatory courses, Introduction to Business, and Business Mathematics. Table XIV, page 74, presents a breakdown of the courses required in the core curriculum of the group of schools of business surveyed in 1950, compared to the survey of 1954. This table is also supplemented by the per cent of colleges surveyed in this project which offered and required the courses in their core curriculum.

The first survey discussed is that of the college catalogues. Table VI presents the number and per cent of colleges which offered the courses chosen for the representative list of general business courses.

The first business area compared with the course results was business law, in relation to the business enterprise. Business Law was offered by 98 per cent of the schools surveyed, and ranked number one as the course offered most frequently. Other law courses offered were General Property Law, Elements of Law, and C.P.A. Law Review. General Property Law was offered by 20 per cent of the colleges; Elements of Law, by 6 per cent; and C.P.A. Law

TABLE VI

NUMBER AND PERCENTAGE OF 50 COLLEGES SURVEYED
OFFERING THE LISTED GENERAL BUSINESS COURSES

Courses	Number	Per cent
Business Law	49	98
Marketing	45	90
Merchandising	38	76
Personnel Management	37	74
Business Communications	36	72
Investments	35	70
Office Management	33	66
Corporation Finance	30	60
Introduction to Business	30	60
Property Insurance	29	58
Business Organization and Finance	29	58
Sales Management	29	58
Principles of Advertising	29	58
Principles of Selling	29	58
Business Statistics	28	56
Life Insurance	26	52
Credits and Collections	21	42
Principles of Management	20	40
Industrial Management	20	40
Principles of Insurance	20	40
Real Estate Principles	18	36
Advertising and Selling	17	34
Business Arithmetic	16	32
General Property Law	10	20
Job Analysis	10	20
Commercial Banking	9	18
Business Psychology	7	14
Public Administration	6	12
Business Forecasting	6	12
Public Relations	5	10
C.P.A. Law Review	3	6
Elements of Law	3	6
Regulations of Industry	3	6
Chamber of Commerce Management	2	4

the 1957 survey of schools of business. Five courses in the
area of management were surveyed in this 1957 project.

These courses were Personnel Management, offered by 74 per

Review, by 6 per cent. In the 1954 breakdown of core curriculum requirements, Business Law was required by 100 per cent of the schools of business surveyed. In this survey, 65.3 per cent of the small colleges, which offered Business Law, required it in their core curriculum. Once again, it must be remembered that some of the small colleges which offered business courses did not have degree programs in business administration. Management, a course not included

In the business area of finance, two courses were surveyed which had direct relation to the area. These courses were Corporation Finance and Business Organization and Finance. Corporation Finance was offered by 60 per cent of the schools surveyed, and Business Organization and Finance was offered by 58 per cent of the colleges. Corporation Finance was required by 73 per cent of the schools of business surveyed in 1954, and it was required by 40 per cent of the colleges that offered the course in this 1957 survey. Business Organization and Finance was required by 40.1 per cent of the schools that offered the course in this survey. There is a probability of overlapping in these two cases.

Management, another basic area of business administration, was one of the top four degree majors granted in the 1954 survey of schools of business. Five courses in the area of management were surveyed in this 1957 project. These courses were Personnel Management, offered by 74 per

cent of the institutions surveyed; Office Management, offered by 66 per cent; Sales Management, offered by 58 per cent; Principles of Management and Industrial Management, offered by 40 per cent of the small colleges surveyed. In 1954, four different management courses were required in the core curriculums of the schools of business surveyed. Of these schools of business, 43 per cent required the course, Organization and Management, a course not included in the 1957 small college survey. Personnel Management was required by 18 per cent of the schools of business in the 1954 survey. Of the schools offering Personnel Management in the 1957 survey, 10.8 per cent required it in their core curriculum. The other management courses included in this survey, except Sales Management, were required in the core curriculum of some of the colleges.

Another basic area of the business program is marketing, which was also one of the top four degree majors granted according to the 1954 survey presented in Table XV, page 75. Marketing was offered by 90 per cent of the schools in the 1957 survey. Other courses were surveyed which could be considered tools of the major field of management. Merchandising was offered by 76 per cent of the small colleges; Principles of Advertising and Principles of Selling, by 58 per cent; Advertising and Selling, a combination course, by 34 per cent; and Credits and Collections, by 42 per cent of the schools surveyed. Marketing was required by 96 per cent

of the schools of business in the 1954 survey, compared to 46.7 per cent of the colleges surveyed, which offered the course in this 1957 project.

The increasing importance of statistics in modern managerial functions caused it to be placed as one of the basic areas of business. Business Statistics was required in the core curriculum of 96 per cent of the schools of business surveyed in 1954. In the 1957 survey, Business Statistics was offered by 56 per cent of the small colleges, and was required by only 25 per cent of the institutions that offered the course. Elements of Statistics, surveyed with the courses in the field of economics, was offered by 48 per cent of the small colleges, and required in the core curriculums of 62.5 per cent of the schools that offered the course.

Business Mathematics and Introduction to Business were also reported as being required in the core curriculums of some of the schools of business surveyed in 1954. In the 1954 survey, Introduction to Business was required by 27 per cent of the schools, a decrease of 4 per cent from 1950. Business Mathematics was required by 25 per cent of the schools, which was a decrease of 9 per cent from 1950. In this 1957 survey, Introduction to Business was offered by 60 per cent of the small colleges and required by 43.3 per cent of these schools in their core curriculum. Business Mathematics, or Arithmetic, was offered by 32 per cent of

the schools and required in the core curriculums of 37.5 per cent of the schools that offered the course.

The schools of business surveyed in 1954, had a larger percentage of the courses previously discussed in the major areas of finance, management, marketing, statistics, and business law, than the schools of this 1957 survey. In the two courses previously discussed, Introduction to Business and Business Mathematics, the colleges in this 1957 survey had the largest per cent of these two courses required in their core curriculum. The small college core curriculum requirements seemed to be in a closer correlation to the core curriculum requirements of the schools of business in the 1950 survey. As previously mentioned, a comparison has been presented in Table XIV, page 74, of the two surveys in 1950 and 1954, and also this 1957 survey of small colleges, of the core curriculum requirements.

Table XVIII, page 78, shows all the courses which were required in the core curriculums of the small colleges surveyed. The table also presents the undergraduate level on which the general business courses surveyed were offered. Except for three courses, all of the other general business courses were most frequently offered as upper level or division courses. Introduction to Business, Business Arithmetic, and Elements of Law were most frequently offered on the Freshman-Sophomore level.

Table XIX, page 79, presents a breakdown showing the

frequency of hours which the courses surveyed were normally offered. Except in the case of Business Law, which was offered most frequently as a six semester hour course by all of the institutions except one, the general business courses were more frequently offered as three hour courses.

The second survey discussed is the one conducted from the group of leading companies. Table VII presents a breakdown revealing the number and percentage of choices made for each of the general business courses by the companies.

Of the five basic areas of a business program, namely, finance, management, marketing, statistics, and business law, in relation to the business enterprise discussed in the college catalog survey of this chapter, the companies had representative courses in the top six courses on the list. The other course in the top six rankings was Business Communications, or Composition. Business Communications was a choice of 77.2 per cent of the companies. This may be indicative to some complaints of business leaders that college graduates, in some instances, cannot write or express themselves in writing. Of the other basic courses established in the college catalog survey, Business Law was selected by 91.2 per cent of the companies; Business Statistics, by 78.9 per cent; Marketing, by 73.7 per cent; Corporation Finance, by 73.7 per cent; Personnel Management, by 64.9 per cent; Introduction to Business, by 57.9 per cent; and Business Mathematics, by 49.1 per cent of the companies

TABLE VII

NUMBER OF CHOICES AND PERCENTAGE OF
CHOICES FROM 57 COMPANIES SURVEYED
FOR THE GENERAL BUSINESS COURSES

Courses	Number	Per Cent
Business Law	52	91.2
Business Organization and Finance	49	86
Business Statistics	45	78.9
Principles of Management	45	78.9
Business Communications	44	77.2
Marketing	42	73.7
Corporation Finance	42	73.7
Business Forecasting	39	68.4
Industrial Management	37	64.9
Personnel Management	37	64.9
Business Psychology	35	61.4
Introduction to Business	33	57.9
Business Arithmetic	28	49.1
Office Management	27	47.4
Job Analysis	25	43.9
Regulation of Industry	24	42.1
Sales Management	23	40.4
Investments	22	38.6
Public Relations	21	36.8
Merchandising	20	35.1
Credits and Collections	20	35.1
Principles of Selling	15	26.3
Commercial Banking	15	26.3
Principles of Insurance	14	24.6
Elements of Law	13	22.8
Principles of Advertising	13	22.8
Advertising and Selling	11	19.3
Property Insurance	9	15.8
Life Insurance	7	12.3
General Property Law	6	10.5
Public Administration	5	8.8
C.P.A. Law Review	5	8.8
Real Estate Principles	-	-
Chamber of Commerce Management	-	-

stances, could be considered general business courses and
require mentioning.

surveyed. Of the top ten courses selected by the companies, Business Law was ranked number one. In these ten courses, two finance and three management courses were selected. The other four courses in the top ten were, Business Statistics, Business Communications, Marketing, and Business Forecasting.

Of the following basic courses established for the survey, including Marketing, Business Law, Business Statistics, Corporation Finance, Personnel Management, Introduction to Business, and Business Mathematics, only three were selected by 50 per cent or more of the graduates. Business Law was the top course with 98 per cent of the students requesting the course. Personnel Management was second, with 62 per cent and Marketing, with 50 per cent of the choices made by the graduates. The other four courses were selected by 40 per cent or more of the graduates. There were six other general business courses chosen by 50 per cent or more of the graduates. These courses were Property Insurance, Investments, Life Insurance, Business Communications, Advertising and Selling, and Office Management. Two courses, which were surveyed with the secretarial science and business education lists, had noticeably high choice percentages from the graduates. The two courses were Business English, selected by 70 per cent of the graduates and Office Machines, selected by 66 per cent. Both of the courses, in many instances, could be considered general business courses and require mentioning.

A breakdown is presented in Table VIII, showing the per cent of graduates selecting the courses as the most beneficial to their present employment, and the per cent selecting the courses as desirable course offerings. A total percentage is presented also, on which this discussion is based.

As previously mentioned in the discussion of the courses in the field of economics in Chapter IV, a composite ranking of the results of the three surveys would not be valid, due to the individual limiting characteristics of the three participating groups surveyed. Table IX presents the comparative rankings of each one of the three surveys conducted. The company survey results are again used as the base for the comparative rankings of the general business courses.

It is not to be referred in this chapter, as mentioned in Chapter IV, that the company survey is considered the most important survey conducted, nor are the courses, which were established as the base courses for presenting the material, to be considered the most important courses on the list of general business courses.

Industrial Management	5	20	20
Business Forecasting	10	8	18
Public Administration	2	12	14
C.P.A. Law Review	6	8	14
Regulation of Industry	2	6	8
Chamber of Commerce Management	2	4	6

TABLE VIII

CHOICE PERCENTAGE BREAKDOWN OF THE GRADUATE
SURVEY OF THE LISTED GENERAL BUSINESS COURSES

Courses	Valuable to present employment per cent	Desirable offerings per cent	Total per cent
Business Law	88	10	98
Personnel Management	40	22	62
Property Insurance	34	26	60
Investments	20	36	56
Life Insurance	34	22	56
Business Communications	36	18	54
Advertising and Selling	26	26	52
Office Management	22	28	50
Marketing	22	28	50
Business Statistics	24	24	48
Public Relations	22	26	48
Introduction to Business	24	20	44
Business Organization and Finance	22	22	44
Corporation Finance	20	22	42
Principles of Management	28	14	42
Business Arithmetic	16	24	40
General Property Law	30	8	38
Commercial Banking	16	22	38
Business Psychology	24	14	38
Merchandising	18	18	36
Insurance Principles	12	18	30
Elements of Law	12	16	28
Advertising Principles	8	18	26
Selling Principles	12	14	26
Sales Management	6	20	26
Credits and Collections	12	14	26
Real Estate Principles	12	14	26
Job Analysis	14	12	26
Industrial Management	-	20	20
Business Forecasting	10	8	18
Public Administration	2	12	14
C.P.A. Law Review	6	8	14
Regulation of Industry	2	6	8
Chamber of Commerce Manage- ment	2	4	6

TABLE IX

COURSE RANK COMPARISONS OF THE THREE PARTICIPATING
GROUPS FOR THE GENERAL BUSINESS COURSES

Courses	Company choices	Graduate choices	College offerings
3 Business Law	1	1	1
3 Business Organization and Finance	2	9	9
3 Business Statistics	3	8	10
2 Principles of Management	3	10	13
3 Business Communications	4	5	5
3 Marketing	5	7	2
3 Corporation	5	10	8
1 Business Forecasting	6	18	20
1 Industrial Management	7	17	13
3 Personnel Management	7	2	4
1 Business Psychology	8	12	19
3 Introduction to Business	9	9	8
1 Business Arithmetic	10	11	16
2 Office Management	11	7	7
Job Analysis	12	16	17
Regulation of Industry	13	20	22
1 Sales Management	14	16	9
2 Investments	15	4	6
1 Public Relations	16	8	21
1 Merchandising	17	13	3
Credits and Collections	17	16	12
1 Principles of Selling	18	16	9
Commercial Banking	18	12	18
Principles of Insurance	19	14	13
Elements of Law	20	15	22
1 Principles of Advertising	20	16	9
1 Advertising and Selling	21	6	15
2 Property Insurance	22	3	9
1 Life Insurance	23	4	11
General Property Law	24	12	17
Public Administration	25	19	20
C.P.A. Law Review	25	19	22
Real Estate Principles	-	16	14
Chamber of Commerce Management	-	21	23

CHAPTER VI

SURVEY RESULTS OF THE ACCOUNTING COURSES

In the breakdown of degrees granted to business students from a group of colleges of business, it was revealed that accounting was the second highest degree major granted, lead only by the degree major in general business. Degree majors in accounting accounted for 20.4 per cent of all business degrees granted of fifty-three schools of business in 1954.

In most accounting curriculum programs, it is generally felt that the program should provide the students with a sound base of accounting principles and accounting theory. In regard to the required training in accounting, a thorough study of theory and practice of accounting, cost accounting, and auditing are recommended by the American Institute of Accountants as part of the basic accounting training. If possible, the training should include these additional subjects: taxation, accounting systems, governmental accounting, C.P.A. coaching, and commercial law.¹⁸ In the accounting program, the most common over-all division of the total number of hours devoted to accounting was

¹⁸Roy T. Culey, Royal D. M. Bauer, Auditing (Cincinnati: South-Western Publishing Company, 1953), pp. 24-5

25 per cent.¹⁹ Keeping with what is generally accepted as the per cent to be devoted to accounting courses, a program of 124 hours, which is necessary to graduate, would require at least thirty, to thirty-one hours of accounting.

In selecting a group of accounting courses to use as a base for presentation of the survey results of the accounting courses, the recommendations of American Institute of Accountants were used. For the area of accounting, Intermediate Accounting, and Advanced Accounting were used as base courses. Cost Accounting, Auditing, Income Tax Procedures, Accounting Systems, and Governmental Accounting were used as the remaining base courses for presenting the results of the surveys. If six of these courses were offered as three hour courses and two were offered as six hour courses, a program of thirty hours would be represented.

In the college catalog survey, twenty-seven accounting courses were reviewed and accounted for on the representative list of accounting courses. A breakdown of the number and percentage of schools that offered these twenty-seven courses is presented in Table X.

Principles of Accounting was the one and only course which was offered by 100 per cent of the schools surveyed.

¹⁹D. H. Cramer, "What Does the Employer Expect of the College Graduate," The Accounting Review, 32:17, January, 1957.

TABLE X

NUMBER AND PERCENTAGE OF 50 COLLEGES SURVEYED
OFFERING THE LISTED ACCOUNTING COURSES

Courses	Number	Per cent
Principles of Accounting	50	100
Cost Accounting	47	94
Income Tax Procedures	46	92
Auditing	43	86
Intermediate Accounting	41	82
Advanced Accounting	40	80
Governmental Accounting	29	58
C.P.A. Accounting Review	26	52
Accounting Systems	19	38
Financial Statements and Analysis	18	36
Advanced Cost Accounting	17	34
Advanced Tax Accounting	15	30
Advanced Accounting Theory	12	24
I.B.M. Accounting	10	20
Advanced Auditing	10	20
Report Writing	10	20
Budgetary Control	8	16
Petroleum Accounting	8	16
Comptrollership	4	8
Payroll Accounting	4	8
Accounting Problems	4	8
Corporation Accounting	3	6
Contemporary Readings	2	4
Accounting Review	2	4
Valuation Accounting	2	4
Public Utility Accounting	1	2
Fund Accounting	1	2

This also included the surveys made of the economic and general business courses. Other courses which were offered by 50 per cent or more of the colleges were Cost Accounting, offered by 94 per cent of the schools surveyed; Income Tax Procedures, by 92 per cent; Auditing, by 86 per cent; Intermediate Accounting, by 82 per cent; Advanced Accounting, by 80 per cent; Governmental Accounting, by 58 per cent; and C.P.A. Accounting Review, by 52 per cent of the institutions surveyed. The other course, Accounting Systems, recommended by the American Institute of Accountants, was offered by 38 per cent of the small colleges. To round out the top ten courses in the college catalog survey, Financial Statements and Analysis was offered by 36 per cent of the schools.

In the breakdown presented in Table XIV, page 74, of the core curriculum requirements of a group of schools of business surveyed in 1954, it was revealed that accounting was required by 100 per cent of the schools in their core curriculum. In this survey, Principles of Accounting was required by 72 per cent of the schools surveyed, and Intermediate Accounting was required by 19.5 per cent of the schools offering the course in their core curriculums. A breakdown is shown in Table XX, page 80, presenting the accounting courses required in the core curriculums of colleges offering the courses. The table also presents the undergraduate level, or division, which the courses were most frequently offered by the schools which offered the

listed courses. Principles of Accounting was offered by 49 of the fifty schools offering the course on a Freshman-Sophomore level. The remaining twenty-six accounting courses were offered most frequently as upper divisional courses.

As mentioned previously in the chapter, 25 per cent of the total college hours are normally devoted to accounting, for students who are majoring in accounting. Of a total of 12¹/₂ semester hours, which it may take to graduate, it would be necessary to devote some thirty, or thirty-one hours to accounting. Table XXI, page 71, presents a breakdown of the hours in which the courses offered were most frequently taught. Of the courses which were offered by 20 per cent or more of the schools surveyed, Principles of Accounting, and Intermediate Accounting were offered more frequently as six hour courses. The remaining courses were more frequently offered as three hour courses. Advanced Accounting was listed as a six hour course by twelve of the forty schools offering the course. In the case of Intermediate Accounting and Advanced Accounting, the type of book used would have to be taken into consideration. Both a standard volume, designed for three semester hours, and a comprehensive volume, designed for six semester hours can be obtained for both courses.

The next survey to be presented is the company survey. The number and percentage of company selections for the

accounting courses is presented in Table XI. The company survey seemed to develop four distinct choice ranges. For example, the first range developed was for six courses, the percentage of selections running from 96.5 per cent down to 78.9 per cent. The next range was for five courses, the percentage of choices taking a sharp drop, starting at 57.9 per cent of the selections and running down to 50.9 per cent. The third range was for three courses, taking another sharp drop and starting at 38.6 per cent down to 35.1 per cent. The fourth and last choice range was for the remaining 12 courses, which took another sharp choice percentage drop by starting at 19.3 per cent and dropping to no choices at all for the last three courses.

The top six courses chosen by the companies were Advanced Accounting, drawing 96.5 per cent of the company choices; Principles of Accounting, 94.7 per cent; Intermediate Accounting, 94.7 per cent; Cost Accounting, 94.7 per cent; Auditing, 78.9 per cent; and Financial Statements and Analysis, drawing 78.9 per cent of the company choices.

Of the other courses recommended by the American Institute of Accountants, Income Tax Procedures drew 38.6 per cent of the company choices; Accounting Systems, 57.9 per cent; and Governmental Accounting, which took a large drop to only 1.8 per cent of the company choices.

Other accounting courses selected by more than 50 per cent of the companies were Report Writing, drawing

TABLE XI

NUMBER OF CHOICES AND PERCENTAGE OF
CHOICES FROM 57 COMPANIES SURVEYED
FOR THE LISTED ACCOUNTING COURSES

Courses	Number	Per cent
Advanced Accounting	55	96.5
Principles of Accounting	54	94.7
Cost Accounting	54	94.7
Intermediate Accounting	54	94.7
Auditing	45	78.9
Financial Statements and Analysis	45	78.9
Accounting Systems	33	57.9
Report Writing	31	54.4
Budgetary Control	30	52.6
Advanced Accounting Theory	29	50.9
Advanced Cost Accounting	29	50.9
Income Tax Procedures	22	38.6
Corporation Accounting	21	36.8
I.B.M. Accounting	20	35.1
Controllorship	11	19.3
Accounting Problems	11	19.3
Payroll Accounting	10	17.5
Advanced Auditing	8	14
Public Utility Accounting	8	14
Advanced Tax Accounting	7	12.3
C.P.A. Accounting Review	4	7
Petroleum Accounting	3	5.3
Contemporary Readings	2	3.5
Governmental Accounting	1	1.8
Accounting Review	-	-
Valuation Accounting	-	-
Fund Accounting	-	-

by 50 per cent.

The survey of accounting courses established five accounting courses which were highest on the list of all three surveys. Selected within the first six choices of all three surveys were Principles of Accounting, Intermediate Accounting, Advanced Accounting, Cost Accounting, and Auditing.

54.4 per cent of the choices; Budgetary Control, with 52.6 per cent; Advanced Accounting Theory, with 50.9 per cent; and Advanced Cost Accounting, selected by 50.9 per cent of the companies.

Table XII presents the results of the graduate survey. The survey shows the per cent of graduate choices for the courses which were considered the most beneficial to their present employment; the per cent of graduate choices for courses which would be considered desirable course offerings; and a total percentage of graduate selections for the accounting courses.

In the graduate selections of the accounting courses, Principles of Accounting was selected by 100 per cent of the graduates. Five other courses were selected by 50 per cent or more of the graduates. These courses were Intermediate Accounting, being selected by 74 per cent; Income Tax Procedures, by 72 per cent; Cost Accounting, by 66 per cent; Advanced Accounting, by 62 per cent; and Auditing, by 56 per cent of the graduates. Governmental Accounting was selected by only 16 per cent of the graduates, and Accounting Systems, by 36 per cent.

The survey of accounting courses established five accounting courses which were high on the list of all three surveys. Selected within the first six choices of all three surveys were Principles of Accounting, Intermediate Accounting, Advanced Accounting, Cost Accounting, and Auditing.

TABLE XII

CHOICE PERCENTAGE BREAKDOWN OF THE GRADUATE
SURVEY OF THE LISTED ACCOUNTING COURSES

Courses	Valuable to present employment per cent	Desirable offerings per cent	Total per cent
Principles of Accounting . . .	90	10	100
Intermediate Accounting . . .	46	28	74
Income Tax Procedures . . .	38	34	72
Cost Accounting	34	32	66
Advanced Accounting	38	24	62
Auditing	24	32	56
Payroll Accounting	16	22	38
Accounting Systems	16	20	36
Report Writing	26	6	32
Accounting Problems	14	18	32
I.B.M. Accounting	16	14	30
Corporation Accounting	10	18	28
Advanced Cost Accounting . . .	8	18	26
Budgetary Control	8	18	26
Petroleum Accounting	20	4	24
C.P.A. Accounting Review . . .	6	16	22
Advanced Tax Accounting . . .	10	12	22
Valuation Accounting	10	12	22
Financial Statements and Analysis	14	6	20
Advanced Auditing	10	10	20
Controllershship	8	10	18
Governmental Accounting . . .	12	4	16
Advanced Accounting Theory . .	4	12	16
Public Utility Accounting . . .	6	10	16
Accounting Review	4	10	14
Fund Accounting	2	8	10
Contemporary Readings	-	2	2

Income Tax Procedures was ranked eighth by the companies and third, by both the graduates and the colleges offering the course, to make it a unanimous sixth choice. Table XIII presents the remaining rank comparisons of the three surveys of the accounting courses.

3	Advanced Accounting
3	Principles of Accounting
3	Cost Accounting
3	Intermediate Accounting
3	Auditing
1	Financial Statement Analysis
1	Accounting Systems
1	Report Writing
1	Budgetary Control
1	Advanced Accounting Theory
1	Advanced Cost Accounting
2	Income Tax Procedures
	Corporation Accounting
	T.R.M. Accounting
	Controlling
	Accounting Problems
1	Payroll Accounting
	Advanced Auditing
	Public Utility Accounting
	Advanced Tax Accounting
	C.P.A. Accounting Review
	Petroleum Accounting
	Contemporary Readings
1	Governmental Accounting
	Accounting Review
	Valuation Accounting
	Fund Accounting

TABLE XIII

COURSE RANK COMPARISONS OF THE THREE PARTICIPATING
GROUPS FOR THE ACCOUNTING COURSES

Courses	Company choices	Graduate choices	College offerings
3 Advanced Accounting	1	5	6
3 Principles of Accounting	2	1	1
3 Cost Accounting	2	4	2
3 Intermediate Accounting	2	2	5
3 Auditing	3	6	4
1 Financial Statements and Analysis	3	15	10
1 Accounting Systems	4	8	9
1 Report Writing	5	9	14
1 Budgetary Control	6	12	14
1 Advanced Accounting Theory	7	17	13
1 Advanced Cost Accounting	7	12	11
2 Income Tax Procedures	8	3	3
Corporation Accounting	9	11	17
I.B.M. Accounting	10	10	14
Comptrollership	11	16	16
Accounting Problems	11	9	16
1 Payroll Accounting	12	7	16
Advanced Auditing	13	15	14
Public Utility Accounting	13	17	19
Advanced Tax Accounting	14	14	12
C.P.A. Accounting Review	15	14	8
Petroleum Accounting	16	13	15
Contemporary Readings	17	20	18
1 Governmental Accounting	18	17	7
Accounting Review	-	18	18
Valuation Accounting	-	14	18
Fund Accounting	-	19	19

of the four major fields are listed in the preceding table, namely, economics, general business, accounting, and secretarial science and business education. These positions are determined in general, which one of the fields was considered to be the most important, by the per cent of choices made for the courses in the particular area of business.

CHAPTER XII

CONCLUSION

In general, it was felt that the results of the surveys were quite informational. The survey of college catalogs presented the frequency in which the colleges offering the courses selected to represent the three major fields of business administration. The number of semester hours in which the courses were most frequently offered, and the undergraduate level on which the courses were offered, can also be determined.

In the company survey, it was possible to determine the courses which were most frequently selected by the companies and, in general, a value could be placed on the courses according to their importance to the greatest majority of the companies surveyed.

From the graduate survey, as with the company survey, it was possible to determine the courses which were most frequently selected, and which could be considered the most important to the graduates present employment. In addition, of the four major fields evaluated by the graduates; namely, economics, general business, accounting, and secretarial science and business education, it was possible to determine, in general, which one of the fields was considered to be the most important, by the per cent of choices made for the courses in the particular area of business.

Eight In the survey of economic courses, it would be difficult to find a very long list of courses which were predominately ranked high on the list of college offerings and company and graduate selections. If, for example, a group of courses were to be selected, which were ranked from one through ten on all three surveys, only five courses could be segregated. These courses would be Introduction to Economic Principles and Problems, Elements of Statistics, Money and Banking, Labor Economics, and Business and Government. If courses were selected that were ranked one through ten on at least two of the surveys, the list of economic courses would increase to only ten. These additions would be Economics of Business, Taxation, Introduction to Economics, Public Finance, and Consumer Economics. If the number of surveys were decreased again, and the courses that were ranked one through ten on at least one group survey were segregated, ten more courses could be added, bringing the total to twenty courses ranked from one through ten on at least one group survey. The twenty courses were indicated in Table V, page 38, by the number of surveys in which they were ranked from one through ten in the left margin.

If this same system was used for the general business courses, a total of twenty-three courses, that were ranked from one through ten on at least one of the groups surveyed, would be segregated.

Eight courses would have been ranked one through ten on all three surveys; four more could be added, ranking them one through ten on at least two of the surveys, and eleven more could be added, ranking them one through ten on at least one of the surveys conducted. The courses ranked one through ten on all three surveys were Business Law, Business Organization and Finance, Business Statistics, Business Communications, Marketing, Corporation Finance, Personnel Management, and Introduction to Business. The twenty-three courses were indicated by the number of surveys in which the courses were ranked one through ten in the left margin of Table IX, page 51.

In accounting, the same system could be used by decreasing the ranking of the courses ranked one through seven on at least one group surveyed. The total number of courses segregated would be fourteen. Five courses would be ranked one through seven on all three surveys, one course ranked one through seven on at least two surveys, and eight more courses would be added which were ranked one through seven on at least one of the groups surveyed. The courses ranked one through seven on all three surveys were: Advanced Accounting, Principles of Accounting, Cost Accounting, Intermediate Accounting, and Auditing. These fourteen courses were indicated by the number of surveys in which the courses were ranked one through seven in the left margin of Table XIII, Page 62.

~~cases~~ This method of ranking the courses from the three surveys in combination, is not the only method that can be used. The method to be used in ranking the courses must be decided by the individual using the survey results.

A comment made quite often by the companies and graduates evaluating the courses was in connection with evaluating the courses by the name of the course. They considered it, in many instances, extremely difficult to evaluate the courses by the name only, and with no other explanation as to what the courses would consist of. Some of the companies were reluctant to select courses which they considered more important than others on the list; they felt that all of the courses were important. They were undoubtedly correct in the assumption that all of the courses were important. Most of the colleges surveyed could not possibly offer all of the courses which were evaluated, and some limitation had to be made. If all the courses could be offered by the small colleges surveyed, there would have been no justification for the surveys.

~~student~~ Many letters of appreciation were received from the companies for allowing them to participate in the survey. Most of these letters were from the large corporations and no question as to the validity of the survey was broached. Many of these large corporations returned letters of explanation with the course evaluation forms concerning the method used in evaluating the survey. In most of these

cases, more than one man in top management positions was allowed to state his opinion before the forms used for the survey were returned. The letters of comment from the companies are included in Appendix C, page 92.

The validity of the survey, as a whole, is questionable. The limiting characteristics of the three participating groups, discussed on page five of the Introduction, would account for some of the doubts questioning the validity of the survey. The comments made by the companies and graduates, in the case of evaluating the courses by name would add more doubt.

It is felt that the methods used could be improved for conducting this survey. In surveying college catalogues, it seemed, in many instances, that the courses offered in the catalogues were far in excess of the number of instructors that were available to teach the courses. This was in the case where the number of instructors could be established. It was felt that many of the catalogues were more for the benefit of trying to attract or impress prospective students than to present what was actually being taught in the institutions. It cannot be doubted that a large variety of course offerings are attractive to a student. Probably some method, other than surveying the college catalogues, would have been more accurate in determining what was offered and actually taught by the colleges surveyed.

The large scope of the fields of economics and general

business could hardly be covered in the few courses which were selected for the representative lists. Many courses not listed would have been as appropriate on the lists as the ones selected to evaluate. In a more restricted major area of business, such as accounting, marketing, management, or finance, the survey could be considered of more value. The number of courses which could be offered in one of these areas would be less than in the major field of general business and economics. Most of the courses in these fields could have been included in the same number of courses listed for general business and economics that were evaluated.

The survey has been an attempt to add some information to the problem of curriculum building for the small college division of economics and business. If the survey contains mistakes in its procedures, these same mistakes may not be made again, if a similar project is ever attempted in the future.

Dr. John H. Prime of New York University had this to say of curriculum building:

It should be emphasized that curriculum revision is a dynamic process and represents a continuous attempt to strengthen the course offerings. Curriculum building of necessity involves expansion of the total course offering but it should not be achieved to the exclusion or maintenance of the high quality of current courses. As much attention should be given to the improvement and strengthening of current established offerings as is given to the development of new courses. At the same time enrichment of the curriculum requires constant integration of courses both within a department and

between departments. In substance, the work of the curriculum committee is never ended.²⁰

²⁰John H. Prime, "Curriculum Building in Schools of Business," Collegiate News and Views, 11:5, October, 1957.

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TABLE XIV

PERCENTAGE OF SCHOOLS WHICH REQUIRE THE FOLLOWING COURSES AS PART OF THEIR CORE CURRICULUM

Courses	Per cent receiving
	This survey 1977
Techniques	67.3
Accounting	72
Marketing	46.7
Business Law	45.3
Business Statistics	25
Money and Banking	34
Corporation Finance	40
Organization and Management or Finance	46.1
Industrial Relations and Management	10.8
Business Management	3.2
Production Management	3.5
Introduction to Business	1.7
Business Mathematics	1.7
Business English	1.7
Government and Business	1.7

APPENDIX A

NOTE: The abbreviations N.S. refers to schools that were not surveyed for this thesis.

²¹Weldon J. Taylor, "Are Business Schools Meeting the Challenge," College News and Views, 1943, Vol. 1, No. 1.

TABLE XIV

PERCENTAGE OF SCHOOLS WHICH REQUIRE THE LISTED
COURSES AS PART OF THEIR CORE CURRICULUM

Courses	Per cent of schools requiring the courses		
	This survey 1957	1954 ²¹	1950 ²¹
Economics	67.3	100	100
Accounting	72	100	100
Marketing	46.7	96	73
Business Law	65.3	100	90
Business Statistics	25	96	82
Money and Banking	34	90	75
Corporation Finance	40	73	43
Organization and Management or Finance	40.1	43	35
Industrial Relations and Personnel Management	10.8	18	12
Business Management	N.S.	22	12
Production Management	N.S.	29	19
Introduction to Business	43.3	27	31
Business Mathematics	39.0	25	34
Business English	N.S.	48	27
Government and Business	- -	7	7

NOTE: The abbreviations N.S. refers to courses which were not surveyed for this thesis.

²¹Weldon J. Taylor, "Are Business Schools Meeting the Challenge," Collegiate News and Views, 10:3, October, 1956.

TABLE XV

BREAKDOWN OF GRADUATES BY DEPARTMENTS IN COLLEGES OF BUSINESS.
COMPARISON OF DEGREES GRANTED TO BUSINESS STUDENTS IN 1950 AND
1954. GRADUATING STUDENTS REPORTED BY MEMBERS OF AMERICAN
ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS.
(53 IN 1954) (41 IN 1950)²²

Major divisions	1954 Major division all students per cent	1950 Major division all students per cent
Accounting	20.4	28.0
Commercial Teacher Training	1.4	.5
Economics	1.9	1.4
Finance and Banking	6.2	4.8
General Business	23.1	12.6
Marketing and Merchandising	19.0	24.1
Management	16.5	15.3
Pre-Law and Business	1.0	1.1
Real Estate and Insurance	3.0	2.8
Secretarial Science	1.7	1.2
Transportation	1.3	1.1
Miscellaneous	4.0	4.9

²²Weldon J. Taylor, "Are Business Schools meeting the Challenge," Collegiate News and Views, 10:3, October, 1956.

Income and Employment Theory 13
Social Control of Business 13
Personal Finance 8
Land Economics 10
Money Theory 10
Introduction to Economics 6
Agriculture Economics 2
Collective Bargaining 1
Theory of Price 1
Value and Distribution 1
Economics of Business 1
Financial Institutions 1
Advanced Statistics 1
War Economics 1
Economic Welfare 1
Industrial Development 1
Russia's Soviet Economy 1

TABLE XVI

NUMBER OF COLLEGES OFFERING THE COURSES AS UPPER OR LOWER LEVEL COURSES, AND THE PERCENTAGE OF COLLEGES REQUIRING THE ECONOMIC COURSES IN THE CORE CURRICULUM. BOTH FIGURED FROM THE NUMBER OF COLLEGES OFFERING THE LISTED COURSES.

Courses	Level		Core requirements
	upper	lower	
Introduction to Economic Principles and Problems	4	45	67.3
Money and Banking	46	1	34.0
Public Finance	42	-	12.0
Labor Economics	41	-	4.9
Economic Thought	33	-	9.1
Consumer Economics	26	6	3.1
Comparative Economic Systems	31	-	-
Transportation	26	-	3.8
Elements of Statistics	19	5	62.5
International Economic Relations	24	-	-
International Trade	24	-	-
American Economic Development	12	10	4.5
Business and Government	22	-	-
Economic Geography	8	12	20.0
Contemporary Economic Problems	20	-	-
Business Fluctuations	18	-	5.6
Taxation	16	-	-
Advanced Principles of Economics	14	-	-
Intermediate Economic Theory	14	-	14.3
Economic History of the U.S.	11	2	-
Public Utilities	13	-	-
Income and Employment Theory	13	-	-
Social Control of Business	13	-	-
Personal Finance	8	3	-
Land Economics	10	-	-
Monetary Theory	10	-	-
Introduction to Economics	-	9	-
Agriculture Economics	6	2	-
Collective Bargaining	8	-	-
Theory of Price	7	-	19.3
Value and Distribution	6	-	-
Economics of Business	4	-	-
Financial Institutions	2	1	-
Advanced Statistics	3	-	-
War Economics	2	-	-
Economic Welfare	2	-	-
Industrial Development	2	-	-
Russia's Soviet Economy	2	-	-

TABLE XVII

THE NUMBER OF HOURS MOST FREQUENTLY TAUGHT BY
THE COLLEGES THAT OFFERED THE BELOW
LISTED COURSES IN ECONOMICS

Courses	Number of hours most frequently taught			
	2	3	4	6
Introduction to Economic Principles				
and Problems	-	5	1	43
Money and Banking	-	40	7	-
Public Finance	7	31	4	-
Labor Economics	1	34	4	2
Economic Thought	4	21	3	5
Consumer Economics	1	29	1	1
Comparative Economic Systems	5	23	3	-
Transportation	3	23	-	-
Elements of Statistics	1	15	7	-
International Economic Relations	4	18	1	1
International Trade	-	22	1	1
American Economic Development	1	16	4	1
Business and Government	1	19	1	1
Economic Geography	1	17	1	1
Contemporary Economic Problems	1	18	-	-
Business Fluctuations	4	13	1	-
Taxation	5	8	3	-
Advanced Principles of Economics	1	12	1	-
Intermediate Economic Theory	1	11	1	1
Economic History of the U. S.	-	11	2	-
Public Utilities	-	12	1	-
Income and Employment Theory	1	11	-	1
Social Control of Business	1	10	1	1
Personal Finance	4	6	1	-
Land Economics	1	8	1	-
Monetary Theory	2	7	1	-
Introduction to Economics	1	8	-	-
Agriculture Economics	1	7	-	-
Collective Bargaining	-	8	-	-
Theory of Price	-	6	1	-
Value and Distribution	-	4	2	-
Economics of Business	-	4	-	-
Financial Institutions	-	2	1	-
Advanced Statistics	-	2	1	-
War Economics	-	2	-	-
Economic Welfare	-	2	-	-
Industrial Development	-	2	-	-
Russia's Soviet Economy	-	1	1	-

TABLE XVIII

NUMBER OF COLLEGES OFFERING THE COURSES AS UPPER OR LOWER LEVEL COURSES, AND THE PERCENTAGE OF COLLEGES REQUIRING THE GENERAL BUSINESS COURSES IN THE CORE CURRICULUM. BOTH FIGURED FROM THE NUMBER OF COLLEGES OFFERING THE LISTED COURSES

Courses	Level		Core requirements
	upper	lower	
Business Law	44	5	65.3
Marketing	38	7	46.7
Merchandising	35	3	-
Personnel Management	37	-	10.8
Business Communications	32	4	41.7
Investments	35	-	8.6
Office Management	32	1	6.1
Corporation Finance	30	-	40.0
Introduction to Business	-	30	43.3
Property Insurance	29	-	3.4
Business Organization and Finance	28	1	40.1
Sales Management	29	-	-
Principles of Advertising	27	2	6.9
Principles of Selling	27	2	6.9
Business Statistics	28	-	25.0
Life Insurance	25	1	3.8
Credits and Collections	21	-	14.3
Principles of Management	18	2	25.0
Industrial Management	20	-	35.0
Principles of Insurance	20	-	5.0
Real Estate Principles	18	-	-
Advertising and Selling	13	4	-
Business Arithmetic	2	14	37.5
General Property Law	10	-	-
Job Analysis	9	1	-
Commercial Banking	9	-	-
Business Psychology	7	-	14.3
Public Administration	6	-	16.7
Business Forecasting	6	-	33.3
Public Relations	5	-	-
C.P.A. Law Review	3	-	-
Elements	-	3	-
Regulation of Industry	3	-	-
Chamber of Commerce Management	2	-	-

TABLE XIX

THE NUMBER OF HOURS MOST FREQUENTLY TAUGHT BY
THE COLLEGES THAT OFFERED THE BELOW
LISTED COURSES IN GENERAL BUSINESS

Courses	Number of hours most frequently taught			
	2	3	4	6
Business Law	-	1	-	48
Marketing	-	40	3	2
Merchandising	1	33	2	2
Personnel Management	2	33	1	1
Business Communications	6	19	7	4
Investments	1	31	1	2
Office Management	7	21	3	2
Corporation Finance	-	28	2	-
Introduction to Business	1	18	7	4
Property Insurance	4	22	1	2
Business Organization and Finance	2	23	3	1
Sales Management	3	24	2	-
Principles of Advertising	-	29	-	-
Principles of Selling	-	29	-	-
Business Statistics	1	20	4	3
Life Insurance	4	18	1	3
Credits and Collections	6	13	1	1
Principles of Management	2	17	1	-
Industrial Management	1	17	2	-
Principles of Insurance	-	17	2	1
Real Estate Principles	2	15	1	-
Advertising and Selling	2	13	2	-
Business Arithmetic	1	11	3	1
General Property Law	4	4	1	1
Job Analysis	3	6	1	-
Commercial Banking	-	9	-	-
Business Psychology	-	6	1	-
Public Administration	1	5	-	-
Business Forecasting	-	5	1	-
Public Relations	-	4	1	-
C.P.A. Law Review	2	1	-	-
Elements of Law	1	1	-	1
Regulation of Industry	-	3	-	-
Chamber of Commerce Management	1	-	1	-

TABLE XX

NUMBER OF COLLEGES OFFERING THE COURSES AS UPPER OR LOWER LEVEL COURSES AND THE PERCENTAGE OF COLLEGES REQUIRING THE ACCOUNTING COURSES IN THE CORE CURRICULUM. BOTH FIGURED FROM THE NUMBER OF COLLEGES OFFERING THE LISTED COURSES.

Courses	Level		Core requirements
	upper	lower	
Principles of Accounting	1	49	72.0
Cost Accounting	42	5	- -
Income Tax Procedures	45	1	4.3
Auditing	43	-	- -
Intermediate Accounting	33	8	19.5
Advanced Accounting	39	1	- -
Governmental Accounting	28	1	- -
C.P.A. Accounting Review	26	-	- -
Accounting Systems	19	-	- -
Financial Statements and Analysis	17	1	- -
Advanced Cost Accounting	17	-	- -
Advanced Tax Accounting	15	-	- -
Advanced Accounting Theory	12	-	- -
I.B.M. Accounting	8	2	- -
Advanced Auditing	10	-	- -
Report Writing	10	-	20.0
Budgetary Control	7	1	12.5
Petroleum Accounting	8	-	- -
Comptrollership	4	-	- -
Payroll Accounting	3	1	- -
Accounting Problems	4	-	- -
Corporation Accounting	3	-	- -
Contemporary Readings	2	-	- -
Accounting Review	2	-	- -
Valuation Accounting	2	-	- -
Public Utility Accounting	1	-	- -
Fund Accounting	1	-	- -

TABLE XXI

THE NUMBER OF HOURS MOST FREQUENTLY TAUGHT BY
THE COLLEGES THAT OFFERED THE BELOW
LISTED COURSES IN ACCOUNTING

Courses	Number of hours most frequently taught			
	2	3	4	6
Principles of Accounting	-	1	-	49
Cost Accounting	-	37	3	7
Income Tax Procedures	-	32	8	6
Auditing	2	30	4	7
Intermediate Accounting	-	11	2	28
Advanced Accounting	-	25	3	12
Governmental Accounting	6	20	3	-
C.P.A. Accounting Review	2	21	1	2
Accounting Systems	6	10	1	2
Financial Statements and Analysis	5	10	2	1
Advanced Cost Accounting	1	14	1	1
Advanced Tax Accounting	3	11	-	1
Advanced Accounting	2	8	-	2
I.B.M. Accounting	3	5	1	1
Advanced Auditing	1	9	-	-
Report Writing	4	4	1	1
Budgetary Control	2	6	-	-
Petroleum Accounting	1	4	1	2
Comptrollership	-	3	-	1
Payroll Accounting	4	-	-	-
Accounting Problems	2	1	-	1
Corporation Accounting	-	2	1	-
Contemporary Readings	1	1	-	-
Accounting Review	1	1	-	-
Valuations Accounting	-	2	-	-
Public Utility Accounting	-	-	-	1
Fund Accounting	-	1	-	-

LIST OF COLLEGES AND UNIVERSITIES RECEIVING

Box 1, 1911 to 1, 1912 (Appendix)

Arkansas College, Fayetteville, Arkansas
 Arkansas College, Fayetteville, Arkansas
 Central Missouri State College, Warrensburg, Missouri
 Colorado State College, Greeley, Colorado
 East Texas State College, Commerce, Texas
 East Texas State College, Commerce, Texas
 Kansas State Teachers' College, Emporia, Kansas
 Kansas State Teachers' College, Emporia, Kansas
 Kansas State Normal University, Emporia, Kansas
 Iowa State Teachers' College, Ames, Iowa
 Iowa State College of Technology, Des Moines, Iowa
 Loyola University, New Orleans, Louisiana
 Minnesota State Teachers' College, Mankato, Minnesota
 Minnesota State Teachers' College, Mankato, Minnesota
 Montana State College, Bozeman, Montana
 North Dakota Agricultural College, Grand Forks, North Dakota
 Northern Illinois University, DeKalb, Illinois
 Northwestern State College, Fargo, North Dakota
 Pacific Northwest Agricultural College, Portland, Oregon
 Pacific Northwest Agricultural College, Portland, Oregon

APPENDIX B

South Dakota State Teachers' College, Brookings, South Dakota
 South Dakota State College of Agriculture and Forestry, Brookings, South Dakota
 Southwest Missouri State College, Springfield, Missouri
 Southwest Texas State Teachers' College, San Marcos, Texas
 St. Olaf College, Northfield, Minnesota
 Texas College of Arts and Sciences, Austin, Texas
 Texas Southern University, Houston, Texas
 Trinity University, San Antonio, Texas
 University of Kansas City, Kansas City, Missouri
 University of North Dakota, Grand Forks, North Dakota
 University of South Dakota, Vermillion, South Dakota
 University of Wyoming, Laramie, Wyoming
 West Texas State Teachers' College, Amarillo, Texas
 Western Illinois State College, Macomb, Illinois
 Wheaton College, Wheaton, Illinois

LIST OF COLLEGES AND UNIVERSITIES SURVEYED

Name - 2,000 to 3,500 enrollment

Abilene Christian College, Abilene, Texas
 Centenary College, Shreveport, Louisiana
 Central Missouri State College, Warrensburg, Missouri
 Colorado State College, Greeley, Colorado
 East Texas State College, Commerce, Texas
 Fort Hays Kansas State College, Hays, Kansas
 Kansas State Teachers' College, Emporia, Kansas
 Kansas State Teachers' College, Pittsburg, Kansas
 Illinois State Normal University, Normal, Illinois
 Iowa State Teachers' College, Cedar Falls, Iowa
 Lamar State College of Technology, Beaumont, Texas
 Loyola University, New Orleans, Louisiana
 Minnesota State Teachers' College, Mankato, Minnesota
 Minnesota State Teachers' College, St. Cloud, Minnesota
 Montana State College, Bozeman, Montana
 North Dakota Agricultural College, Fargo, North Dakota
 Northern Illinois University, DeKalb, Illinois
 Northwestern State College, Natchitoches, Louisiana
 Prairie View Agricultural and Mechanical College of Texas,
 Prairie View, Texas
 Sam Houston State Teachers' College, Huntsville, Texas
 South Dakota State College of Agriculture and Mechanic Arts,
 Brookings, South Dakota
 Southwest Missouri State College, Springfield, Missouri
 Southwest Texas State Teachers' College, San Marcos, Texas
 St. Olaf College, Northfield, Minnesota
 Texas College of Arts and Industries, Kingsville, Texas
 Texas Southern University, Houston, Texas
 Trinity University, San Antonio, Texas
 University of Kansas City, Kansas City, Missouri
 University of North Dakota, Grand Forks, North Dakota
 University of South Dakota, Vermillion, South Dakota
 University of Wyoming, Laramie, Wyoming
 Washburn University, Topeka, Kansas
 West Texas State College, Canyon, Texas
 Western Illinois State College, Macomb, Illinois
 Wheaton College, Wheaton, Illinois

LISTS OF COLLEGES AND UNIVERSITIES SURVEYED

Name - 3,500 to approximately 7,000 enrollment

Agricultural and Mechanical College of Texas, College
Station, Texas
Baylor University, Waco, Texas
Chicago Teachers' College, Chicago, Illinois
Colorado State University, Fort Collins, Colorado
Kansas State College, Manhattan, Kansas
Louisiana State University, Baton Rouge, Louisiana
North Texas State College, Denton, Texas
Oklahoma State University, Stillwater, Oklahoma
Roosevelt University, Chicago, Illinois
Texas Christian University, Fort Worth, Texas
Texas Technological College, Lubbock, Texas
University of Arkansas, Fayetteville, Arkansas
University of New Mexico, Albuquerque, New Mexico
University of Omaha, Omaha, Nebraska
University of Wichita, Wichita, Kansas

LIST OF COMPANIES PARTICIPATING IN THE SURVEY

Names

Allis-Chalmers Manufacturing Company
Alton Box Board Company
American Airlines
American National Bank and Trust Company of Chicago
Archer-Daniels-Midland Company
Armour and Company
Bemis Brothers Bag Company
Boeing Airplane Company
Caterpillar Tractor Company
Collins Radio Company
Colorado Interstate Gas Company
Commonwealth-Edison Company
Continental Can Company
Continental Oil Company
Curtis Companies, Incorporated
Cutler-Hammer, Incorporated
Dow Chemical Company
D-X Sunray Oil Company
Falstaff Brewing Corporation
Firestone Tire and Rubber Company
Ford Motor Company
General Mills, Incorporated
General Telephone Company of Iowa
General Tire and Rubber Company
B. F. Goodrich Company
George A. Hormel Company
Humble Oil and Refining Company
Husky Oil Company
International Milling Company
Iowa Power and Light Company
Kaiser Aluminum and Chemical Corporation
Kimberly-Clark Corporation
Laclede Gas Company
Linde Company
Marathon Division of American Can Company
Maytag Company
Meredith Publishing Company
Mountain States Telephone and Telegraph Company
Northern Illinois Gas Company
Northern Trust Company
Northwest Airlines
Northwest Bancorporation
Northwestern Bell Telephone Company

(Continued)

LIST OF COMPANIES PARTICIPATING IN THE SURVEY

Names

Oliver Corporation
 Omar Incorporated
 Pan American Petroleum Corporation, Casper, Wyoming
 Pan American Petroleum Corporation, Tulsa, Oklahoma
 Pollock Paper Corporation
 Procter and Gamble Company
 Ralston Purina Company
 W. A. Sheaffer Pen Company
 Shell Oil Company
 A. O. Smith Corporation
 A. E. Staley Manufacturing Company
 Union Carbide Corporation
 United Airlines

HJ/es

enclosures

Fort Hays Kansas State College
Hays, Kansas

87

DIVISION OF
ECONOMICS AND BUSINESS

December 20, 1957

Mr. A. W. Moise
Ralston Purina Co.
835 S. Eighth St.
St. Louis 2, Missouri

Dear Mr. Moise:

The Division of Economics and Business Administration of Fort Hays Kansas State College is conducting a survey of business, accounting, and economics courses offered in colleges and universities in a seventeen state-wide area of the Central United States. In conjunction, we are making a survey of industry which is prominent in this same area to find out what their desires are concerning courses they would choose for college graduates they may and do hire.

This survey is being conducted primarily to design a curriculum which will be of the utmost value for schools that have enrollments of 2,000 to 4,000 students and cannot offer a complete range of courses for the many majors which can be obtained. Schools of this size have to restrict themselves with 2 to 8 major fields with emphasis on general business, accounting, and economics.

We feel that many obsolete courses can be eliminated, and other courses can be added which will be of greater value to future employers and the graduates themselves.

A form is attached, with instructions, which may be filled out and returned to us. We realize that you probably receive many questionnaires to be filled out, and that they are time consuming, but any attention that you can give to this questionnaire would be greatly appreciated.

Sincerely yours,

Edward D. Wilson
Edward D. Wilson
Conducting the Survey

EDW/as

Enclosures

OPINION ON DESIRABLE COURSES TO BE TAUGHT
BY COLLEGES WITH 2,000 TO 4,000 ENROLLMENT

FIRM NAME _____

NATURE OF INDUSTRY _____

Below is a list of courses which are predominantly taught in colleges and universities in the Central United States, listed under their major fields. It is requested that you choose 15 courses listed under economics, 15 courses listed under general business, and 10 courses listed under accounting which you believe would be of the most value to a graduate who may go to work for you. Check your choices 1 through 15, as you evaluate them, in the blocks provided to the right. Please use reverse side for any additions or comments you may wish to make. Feel free to comment.

ECONOMICS

Intro. to Econ. Prin. & Prob.
Money & Banking
Public Finance
Labor Economics
Economic Thought
Consumer Economics
Competitive Econ. Systems
Transportation
Elements of Statistics
International Econ. Relations
International Trade
American Econ. Development
Business & Government
Economic Geography
Contemporary Econ. Problems
Business Fluctuations
Taxation
Advanced Principles of Econ.

Business Org. & Finance
Sales Management
Business Statistics
Life Insurance
Business Communications
Credits & Collections
Principles of Management
Industrial Management
Insurance Principles
Real Estate Principles
Business Arithmetic
General Property Law
Job Analysis
Commercial Banking
Business Psychology
Public Administration
Business Forecasting
Public Relations
C.P.A. Law Review
Elements of Law

January 13, 1958

Dear Fellow Graduate:

The Division of Economics and Business of Fort Hays Kansas State College is conducting a survey of business, accounting, and economic courses offered in colleges and universities in a seventeen state-wide area of the Central United States. In conjunction, we are making a survey of Fort Hays State graduates to find out which courses they would consider best for the jobs they are presently holding.

This survey is being conducted primarily to design a curriculum which will be of the utmost value to schools that have enrollments of 2,000 to 4,000 students.

We feel that many obsolete courses can be eliminated and other courses can be added which will be of greater value to the graduates of this department.

A form is attached, with instructions, which can be filled out and returned to us. We realize that these questionnaires are time consuming, but any attention that you can give to this questionnaire would be greatly appreciated.

Sincerely yours,

Edward D. Wilson
Edward D. Wilson
Survey Conductor

EDW:jd

Enclosure

Below and on the next page is a list of courses which are predominately taught in colleges and universities in the Central United States, listed under their major fields. It is requested that you choose 20 of these courses which you believe would be of the most value to you since you have graduated from college. Please note them in order from one to twenty, inclusive. Make additions at the bottom of each page and comments on the back of the pages. Feel free to make additions and comments. Choose an additional 20 courses by check mark thereby, indicating to us courses which you consider to be a desirable division offering.

SECRETARIAL

Elementary Typing _____
 Elementary Shorthand _____
 Advanced Typing _____
 Intermediate Typing _____
 Advanced Shorthand _____
 Office Practice _____
 Intermediate Shorthand _____
 Office Machines _____
 Transcription _____
 Filing _____
 Business English _____
 Business Penmanship _____
 Records Management _____
 Comparative Shorthand Theory _____

BUSINESS EDUCATION

Teaching the Soc. Bus. Sub. _____
 Teaching the Business Skills _____
 Princ. & Prob. in Bus. Educ. _____
 Techniques in Commerce _____
 Distributive Education _____
 Cooperative Part-time Busi. _____
 Test & Measurements in Bus. _____

ACCOUNTING

Accounting Principles _____
 Cost Accounting _____
 Income Tax Procedures _____
 Auditing _____
 Intermediate Accounting _____
 Advanced Accounting _____
 Governmental Accounting _____
 C.P.A. Accounting Review _____
 Accounting Systems _____
 Financial State. & Analysis _____
 Advanced Cost Accounting _____
 Advanced Tax Accounting _____
 Advanced Accounting Theory _____
 I.B.M. Accounting _____
 Advanced Auditing _____
 Report Writing _____
 Budgetary Control _____
 Petroleum Accounting _____
 Controllorship _____
 Payroll Accounting _____
 Accounting Problems _____
 Corporation Accounting _____
 Contemporary Readings _____
 Accounting Review _____
 Valuation Accounting _____
 Public Utility Accounting _____
 Fund Accounting _____

GENERAL BUSINESS

Business Law _____
 Advertising & Selling _____
 Merchandising _____
 Personnel Management _____
 Investments _____
 Office Management _____
 Corporation Finance _____
 Introduction to Business _____
 Advertising Principles _____
 Selling Principles _____
 Property Insurance _____
 Marketing _____
 Business Org. & Finance _____
 Sales Management _____
 Business Statistics _____
 Life Insurance _____
 Business Communications _____
 Credits & Collections _____
 Principles of Management _____
 Industrial Management _____
 Insurance Principles _____
 Real Estate Principles _____
 Business Arithmetic _____
 General Property Law _____
 Job Analysis _____
 Commercial Banking _____
 Business Psychology _____
 Public Administration _____
 Business Forecasting _____
 Public Relations _____
 C.P.A. Law Review _____
 Elements of Law _____
 Regulation of Industry _____
 Chamber of Comm. Manage. _____

ECONOMICS

Intro. to Econ. Prin. & Prob. _____
 Money & Banking _____
 Public Finance _____
 Labor Economics _____
 Economic Thought _____
 Consumer Economics _____
 Competitive Econ. Systems _____
 Transportation _____
 Elements of Statistics _____
 International Econ. Relat. _____
 International Trade _____
 Amer. Econ. Development _____
 Business & Government _____
 Economic Geography _____
 Contemp. Econ. Problems _____
 Business Fluctuations _____
 Taxation _____
 Advanced Princ. of Econ. _____
 Inter. Econ. Theory _____
 Econ. History of U. S. _____
 Public Utilities _____
 Income & Employ. Theory _____
 Social Con. of Business _____
 Personnel Finance _____
 Land Economics _____
 Monetary Theory _____
 Introduction to Econ. _____
 Agriculture Economics _____
 Collective Bargaining _____
 Theory of Price _____
 Value & Distribution _____
 Economics of Business _____
 Financial Institutions _____
 Advanced Statistics _____
 War Economics _____
 Economic Welfare _____
 Industrial Development _____
 Russia's Soviet Economy _____

APPENDIX C

*Marathon Corporation*

A Division of American Can Company
MENASHA, WISCONSIN

December 31, 1957

Mr. Edward D. Wilson
Division of Economics and Business
Fort Hays Kansas State College
Hays, Kansas

Dear Mr. Wilson:

Thank you for your recent letter concerned with our ideas as to recommended courses in economics and business.

As you have requested, I have checked the courses that I personally feel would be of greatest benefit. Let me stress the point that this is a personal reaction as we have no specific educational requirements when considering candidates for employment. Also, the worth of a course cannot be evaluated by its title. Therefore, there is a question in my mind as to the validity of any response that you might receive.

We will be interested in knowing what results you will have from this survey and what your subsequent decisions might be.

Very truly yours,

MARATHON


Employment Representative
Personnel Department

John McN. Rosebush/bw

CATERPILLAR TRACTOR CO.

94

Caterpillar
REG. U.S. PAT. OFF.

PEORIA, ILLINOIS

January 15, 1958

Mr. Edward D. Wilson
Division of Economics and Business
Fort Hays Kansas State College
Hays, Kansas

Dear Mr. Wilson:

Some time ago you sent us a questionnaire which was part of a survey being conducted within industry to determine suitable college curriculum in the areas of business and finance.

I have discussed this survey at length with our Accounting, Treasury, and Merchandise Departments, the three areas of our Company which normally employ college graduates with backgrounds in business administration. Through the combined efforts of these departments, we have arrived at our evaluation of the courses which you requested.

By way of comment, in some instances, it was difficult to make a true and binding evaluation of each of the areas covered; however, we have attempted to do this as carefully as we possibly could.

I hope you will find our information of some value in the preparation of your final summary.

Very truly yours,

John C. Myers
Employee Relations General Office

JCMyers
bjs

NORTHWESTERN BELL TELEPHONE COMPANY

95

Iowa — Minnesota — Nebraska — North Dakota — South Dakota

Omaha, Nebraska
January 10, 1958

Mr. Edward D. Wilson
Fort Hays Kansas State College
Hays, Kansas

Dear Mr. Wilson:

Attached is the questionnaire forwarded to us with your letter of December 20.

Rather than give you just my own personal opinion, the questionnaire reflects the composite thinking of nine men in responsible management positions throughout our company. These men are of varying ages and have different backgrounds, educations, and experiences, although all of them are college graduates.

I hope that our material is not too late and that it is a form which will prove usable to you.

Thank you for giving us an opportunity to participate in this survey.

Sincerely,



C. E. Dokken
General Employment Supervisor

Attach



United Air Lines Building, Chicago 38, Illinois, PORTSMOUTH 7-3300

EXECUTIVE OFFICES

January 10, 1958

Mr. Edward D. Wilson
Division of Economics & Business
Fort Hays Kansas State College
Hays, Kansas

Dear Mr. Wilson:

Enclosed is our copy of your survey to determine the best courses to give in the fields of Economics, General Business, and Accounting. In filling out this form, our departments were reluctant to indicate if one course was more important than another.

We hope that the information will be satisfactory.

Very truly yours,

C. M. Urbach
Superintendent of Placement
Midwestern Division

CMU:gl

Enclosure (1)

BORG-WARNER CORPORATION

310 SOUTH MICHIGAN AVE.

CHICAGO 4, ILL.

December 26, 1957

IONS & SUBSIDIARIES
NS SAW
G & BECK
ACCEPTANCE CORP.
G-WARNER INTERNATIONAL CORP.
G-WARNER LIMITED
G-WARNER SERVICE PARTS CO.
ON JACKSON
SERVICE, INC.
ON JACKSON CO. S. A.
ON JACKSON OF CANADA LTD.
UMET STEEL
KILN STEEL
RSOLL CONDITIONED AIR
RSOLL HUMPHRIES
RSOLL KALAMAZOO
RSOLL PRODUCTS
RSOLL STEEL
G MANUFACTURING
G MANUFACTURING COMPANY LTD.

DIVISIONS & SUBSIDIARIES
CARBON CHEMICAL
MARVEL-SCHIEBLER PRODUCTS
MECHANICS UNIVERSAL JOINT
MORSE CHAIN COMPANY
MORSE CHAIN OF CANADA LTD.
NORGE
PESCO PRODUCTS
PRIMOR PRODUCTS
REFLECTAL CORPORATION
ROCKFORD CLUTCH
SPRING
WARNER AUTOMOTIVE PARTS
WARNER GEAR
WARNER GEAR COMPANY LTD.
WESTON HYDRAULICS LTD.
WOOSTER
YORK
YORK SHIPLEY LTD.

Mr. Edward D. Wilson
Apartment 102
Lewis Field
Hays, Kansas

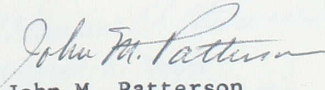
Dear Mr. Wilson:

I have reviewed your survey in the light of the information that you are seeking to obtain. I find it very difficult to choose specific courses that might be considered more desirable than others. The particular courses a man studies in any of the major areas must be related to the job or career he is interested in. With this in mind, it is my opinion that all of the courses have value. It is also my opinion that with the exception of the very technical fields such as might be found in Engineering curriculums, the specific courses taken within the general area is secondary to the ability to think through problems in a perceptive way.

I realize I am not giving you the detailed answers that you are seeking but hope this will provide one point of view on this question.

If I may be of any further assistance please let me know.

Sincerely,


John M. Patterson
Staff Assistant

JMP:FF

Enclosure

BOEING AIRPLANE COMPANY

WICHITA 1, KANSAS

98

December 31, 1957

IN REPLY REFER TO
9050-1-34

Mr. Edward D. Wilson
Fort Hays Kansas State College
Hays, Kansas

Dear Mr. Wilson:

Your request for survey of December 20, 1957 to Mr. Fred Wallace was forwarded to the Finance Department for review. The requirements for this department are more closely related to the field of study as indicated by your survey.

The list of courses were reviewed with various members of management and the results of these reviews are summarized and recorded on the attached sheet. It should be noted that the Finance Department would stress more accounting and management courses. Accounting requirements, of course, would receive more emphasis in the Finance Department than other departments, but management development is a project of not only our company or industry but all types of industry and business.

You will find a copy of our 1956 Annual Report which may be of assistance in your survey. If you need additional information or assistance, please feel free to write or contact us.

Best wishes in the new year,

Maurice A. Bowen

Maurice A. Bowen
Staff Assistant to the
Director of Finance

BANKERS LIFE COMPANY
DES MOINES, IOWA

99

EXECUTIVE
OFFICES

February 4, 1958

Mr. Edward D. Wilson
Fort Hays Kansas State College
Hays, Kansas

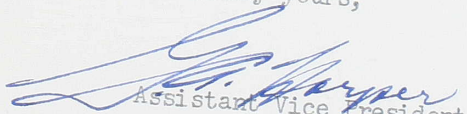
Dear Mr. Wilson:

I apologize for the delay in answering your letter of December 20. When the questionnaire first arrived, I laid it aside, hoping I might find time to follow your suggestion and evaluate the various courses listed. Frankly, I find this too difficult a task.

We employ college-trained people representing a wide variety of major subjects. Some of those would be mathematics, economics, accounting, general business, liberal arts, English, various areas of agriculture, and others. We cannot specify a particular course pattern. In fact, we are more interested in the basic groundwork in certain fields. Beyond that, various subjects tie in with career objectives for various individuals.

We are a finance type of organization, consequently we are interested in young people who have had training in mathematics and statistics. Certainly, some courses in business mathematics should be required of all students. We are also interested in those who have had accounting subjects and business English. Communication skills, both oral and written, are important in our business as are courses dealing with human relations. A well-balanced program covering these fields might well be desirable for many business organizations.

Sincerely yours,


Assistant Vice President

GAHarper/elh